# Knowledge Organiser

## Year 8
Term 2
2024/25

The Abbey
School

# Contents

# Subject: English
## Year 8: Term 2 – Gothic Literature



**Term Focus**
- Engagement and enjoyment of reading by exploring a range of seminal texts with a focus on the play, *Frankenstein*
- Explore the contextual factors that influence a writer
- Further develop language analysis skills
- Develop an understanding of how writer's use structural techniques when building a text
- Continued practise of literacy skills which are explicitly embedded in learning
- Encourage an enjoyment of creative writing
- Develop creative writing skills through descriptive and narrative writing

| Prior Learning Links | Future Learning Links |
|---|---|
| • GOMASSIVE SPP language techniques<br>• Basic structural techniques taught in Year 7 will now be expanded and student knowledge of structural techniques developed in more detail<br>• Explicit practise of literacy skill will be revised and embedded in Year 8 learning<br>• Develop essay writing skills in response to a text related question<br>• Develop descriptive writing skills | • Learning to deconstruct and analyse language and structural methods will give students a firm foundation in preparation for their engagement with the GCSE curriculum<br>• Creative writing skills will prepare students for GCSE language papers<br>• Exploration of social and historical context will support student's understanding of the contextual factors that influence a writer |

| KEY VOCABULARY | |
|---|---|
| **KEY WORDS** | **KEY SUBJECT TERMINOLOGY** |
| **Prejudice:** judgment or opinion; a negative, sometimes hostile attitude directed against an individual. | **Explicit:** something is stated clearly in the text. |
| **Gothic Genre:** Gothic literature refers to a style of writing that can include elements of fear; horror; the grotesque; death; gloom and the supernatural. | **Implicit:** something is suggested but not directly expressed |
| **Romanticism:** Gothic literature is linked to Romanticism. Romanticism is not romance. It was to do with a time in history which involved: art / painting, music and literature. | **Setting:** the time and place in which the story takes place; provides the backdrop to the story and helps create mood. |
| **Enlightenment (16th – 18th Centuries):** the era just before Frankenstein was written. A period of history which involved the development of new ideas and scientific discovery. During this time people began questioning God. It also led to the Industrial Revolution. | **Foreshadowing:** an advance sign or warning of what is to come. |
| **Victorian period 1837-1901:** an era in British history which roughly corresponded with the reign of Queen Victoria. During this era Britain was a powerful nation that was rich in culture. | **Form:** the type of text, for example, novel, play, poem, newspaper article, letter. |

| | |
|---|---|
| **Ethics:** the moral principles that govern a person's behaviour | **Structure:** how the narrative is organised, e.g. paragraphs, narrative arc, cyclical, mood, setting, character, foreshadowing |
| **Re-animation:** to bring something back to life | **Language:** how words are used to present the narrative, e.g. GOMASSIVE SPP |
| **Supernatural:** events beyond scientific understanding | **Act:** a main division in a play. |
| **Morality:** the distinction between right and wrong | **Dramatic Irony:** the audience know something that the characters do not |
| **Nature v Nurture:** is man born good, or evil or is this determined by the environment in which he lives? | **Prologue:** an introduction to a play, where the audience is addressed by an actor |
| **Science v Ethics:** the right and moral quality of Frankenstein's attempt to play God and create "life"- The modern Prometheus | **Narrative Arc:** the structure and shape of a story |
| **Ambition and fallibility:** human beings are portrayed as deeply ambitious yet deeply flawed. | **Exposition:** the opening sets the scene and introduces characters. |
| **Revenge:** revenge consumes both the monster and Frankenstein | **Complicating action:** the lives of the characters are complicated in some way. |
| **Scientific discovery:** new advances that raised moral questions | **Climax:** suspense is at its highest and matters are most threatening. |
| **Stock characters:** tyrants, villains, Byronic heroes, demons, ghosts, persecuted maidens. | **Falling action:** what happens because of the experience/climax? |
| **Isolation:** unconnected to others; the condition of being alone which can cause unhappiness. | **Resolution:** a solution for the complication is introduced – it may not be a happy one! |
| **Galvanism:** scientist Luigi Galvani applied electrodes to dead body parts and caused them to be 'reanimated' – the muscles moved as if the creatures were alive. This was exciting and terrifying for Victorians. | **Monologue:** one character speaks alone: a long speech. |

| 1.  **Who is William and what happens to him?** | Red | Amber | Green |

- **William:** Frankenstein's younger brother.
- Frankenstein and Elizabeth are in his study. William has gone missing, and they are both very worried and anxious.
- A group of people have found William, who is dead.
- The Monster enters and declares that he has killed William to hurt Frankenstein.

How do Elizabeth's dreams foreshadow these events?

**Revise**

**To create a Gothic setting include the following:**

To create a Gothic setting you need to consider the weather, time of day or night, sounds, movements, and all five senses. Remember to include ideas from the Gothic conventions. Consider the mood and tone of the setting and use language that conveys fear, dread, and suspense.

**Examples:**

**Darkness**: dim lighting, unusual shadows, and contrast light and dark images. Use words like melancholy, murky, eerie, and dense.

**Buildings**: old, decaying, and collapsing buildings like castles, mansion houses, or ruins. Include features like gargoyles, hidden passageways, and winding stairways.

**Isolated landscapes**: describe remote, abandoned, or isolated places. For example, graveyards, dense forests, or deserted villages. Incorporate twisted trees, overgrown plants, and dark, winding paths.

**Supernatural**: include ghosts, apparitions, or other supernatural occurrences. Use chilling imagery like whispers in the dark, cold spots, or eerie lights.

**Weather**: storms, rain, fog, mist, thunder, lightning, and howling winds.

**Colours**: Describe settings using dark and rich colours such as black, grey, deep red, and dark purple.

**Gothic Objects and Symbols**: Include items like old books, portraits with haunting eyes, candelabras, and cobwebs. Include and describe Gothic symbols like crosses, ravens, or bats.

| 2.  **What does the word 'ethics' mean?** | Red | Amber | Green |

- **Ethics** refers to the rightness or moral quality of an action.
- **Ethical:** If something is ethical it is regarded as morally good; it is the right behaviour.
- **Not ethical**: If something is not ethical, then it is regarded as morally bad; the wrong behaviour.

Ethics is about understanding what is right and wrong.

- **Right and wrong:** ethics helps us figure out what actions are good (right) and what actions are bad (wrong). *For example, helping someone in need is considered good, while lying to get out of trouble is considered bad.*

- **Impact on others**: when we make decisions, ethics encourages us to think about how our actions affect other people. *For instance, if you see someone being bullied, ethics will guide you to help them by reporting to a trusted adult because it's the right thing to do.*

- **Everyday decisions:** ethics applies to everyday choices such as being honest with your friends, respecting your teachers, or being kind to your classmates; ethics plays a role in all these actions.

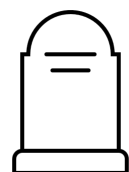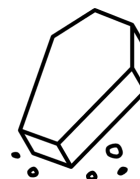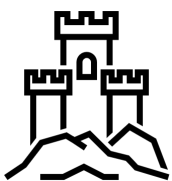| 3. What is tension? | Red | Amber | Green |
| --- | --- | --- | --- |

- Tension refers to the emotions that create suspense and engagement in a narrative. Tension is an important feature that keeps the reader invested in the story.

- Tension can make the reader feel anticipation or unease about what might happen next.

- Tension enhances the structure of the narrative meaning the reader experiences a much more compelling story.
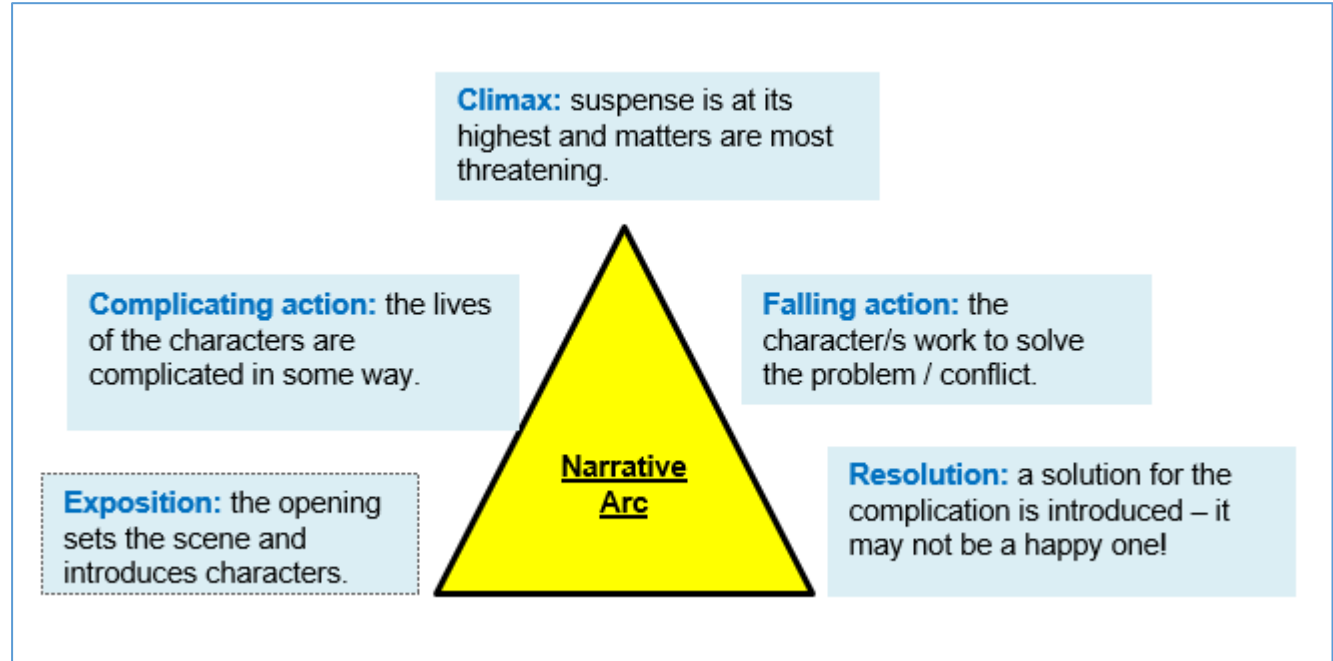
**Revise**
**Gothic Conventions**

- **Sinister settings**: castles; dungeons; secret passages/panels; winding stairways; catacombs/graves; monasteries; vaulted ceilings; pointed arches; gargoyles; spires
- **Isolated landscapes:** rugged mountains; cliffs; rocky shores; lonely moors; desolate forests; uninhabited mountains; run down backstreets
- **Bad weather:** storms; thunder; lightning; fog; mist; rain; wind
- **Secrecy:** deaths; disappearances; curses; prophecies; sins
- **Elements of the supernatural:** creatures that bring fear, pity or dread; hauntings; doppelgangers
- **Emotions:** dread; fear; anguish; hysteria; torment

**Narrative Arc**

**Climax:** suspense is at its highest and matters are most threatening.

**Complicating action:** the lives of the characters are complicated in some way.

**Falling action:** the character/s work to solve the problem / conflict.

**Exposition:** the opening sets the scene and introduces characters.

**Narrative Arc**

**Resolution:** a solution for the complication is introduced – it may not be a happy one!

| 4. What makes a gripping character? | Red | Amber | Green |
|---|---|---|---|

**Show Don't Tell**
In creative writing, we need to describe in detail. Ensuring you 'Show' and not 'Tell' means the reader can visualise the image you are describing. To ensure you 'Show' in your writing you need to include language techniques from GOMASSIVE SPP.

**When creating a character for a story consider the following**:

- Physical appearance
- How they speak
- Their thoughts
- Their actions
- The character's name
- Other people's views of the character
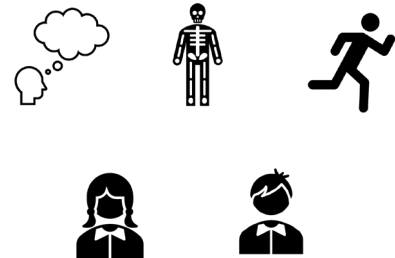
| 5. What is language, form and structure? | Red | Amber | Green |
|---|---|---|---|

**Writers' methods**: Language, form, and structure.

**Form** = the type of text – a play, poem, novel.

**Language** = the words and phrases used by the writer to create an effect for the reader. Language also includes a range of your **GOMASSIVE SPP** techniques.

| | | |
|---|---|---|
| **Group of three** | A list of three words or sentences for effect. | The woods were empty, dark and cold. |
| **Onomatopoeia** | Words which imitate sound | Crack, bang, pop … |
| **Metaphor** | When one thing is said to be another to highlight its qualities. | The teacher was a volcano, ready to erupt. |
| **Alliteration** | A sequence of words beginning with the same letter. | The cat crept cautiously … |
| **Senses** | Sight, sound, smell, touch taste. | The aroma invaded his senses and made his tummy rumble. |
| **Simile** | When two things are compared using the words like or as. | She was as radiant as a sunflower. |
| **Imagery** | Visually descriptive language. | The sky was filled with dark, menacing clouds and bolts of electric white lightning … |
| **Varied vocabulary** | Using a range of ambitious vocabulary. | The witch was a torrent of darkness, waiting to demolish everything around her … |
| **Emotive language** | Words and phrases that prompt an emotional response from the reader | The fox cub yelped in pain as it looked upon its predators in fear … |
| **Sibilance** | The repeated use of the /s/ sound at the beginning, middle, or end of nearby words. | The snake stealthily slithered along the floor |
| **Personification** | Describes objects as they are people – describes objects as if they have feelings. | The waves danced with joy.<br><br>Describes objects as they are people – describes objects as if they have feelings. |
| **Pathetic Fallacy** | Gives human emotions to nature or objects to create the mood or atmosphere. | The clouds roared in anger. |

**Structure** = how a text is put together or organised. Structural techniques are used by writers to ensure their story makes sense – structure considers the whole text.

| Structural technique | Meaning |
| --- | --- |
| Narrative arc | The progressive stages of a story from the beginning to the ending: exposition etc. |
| Linear narrative | Events are described in the order they happen = chronological order. |
| Non linear narrative | Events are out of order (disrupted narrative). |
| Circular narrative | The ending of a story returns you to the beginning. |
| Flashback | Events from the past are revisited. |
| Cliff-hanger | The audience is left in suspense as to what will happen. |
| Narrative perspective | Who is telling the story? First person etc. |
| Characterisation | How a character develops in the story |
| Dialogue | A conversation between two or more people. |
| Setting | Location, time of year, time of day … |
| Foreshadowing | A warning of a future event. |
| Mood and atmosphere | The emotional feelings created by a story. |
| Repetition | Something that reoccurs. |
| Contrast | Differences. |
| Focus | The centre of interest. |

| 6.  **What makes effective stage directions?** | Red | Amber | Green |

Stage directions are important in a play because they give information that helps actors, directors, and readers understand the characters, setting, and important features of the story. *They are usually written in italics.*

Stage directions often include:

- Character's physical appearance,
- Character's movements and body language.
- Interactions with other characters.
- The tone and emption the actors need to show.
- A description of the setting and atmosphere.
- Use of any props.
- Symbols that represent characters personality of circumstances' reactions and facial expressions.
- Time shifts.
- Can hint at what the characters are thinking or feeling.
- Entrances and exits.

| 7.  **Why is emotive language powerful?** | Red | Amber | Green |

Emotive language is used to draw out emotions in the reader.

Emotive language is the deliberate choice of words to elicit emotion.

**Examples**

- **N**on-emotive: The sunset was beautiful.
- **Emotive:** The sunset painted the sky in a breathtaking display of vibrant colours, filling my heart with warmth and awe.

- **Non-emotive:** The puppy was cute.
- **Emotive:** With its fluffy fur and playful antics, the puppy melted hearts with its irresistible cuteness, making everyone smile with delight.

- **Non-emotive:** The cake tasted good.
- **Emotive:** With each bite, the rich, velvety texture of the cake danced on my taste buds, sending waves of indulgent pleasure coursing through me with every mouthful.

| 8.  **Can I show understanding of imagery?** | Red | Amber | Green |

- **Imagery** helps the reader imagine what something looks like, sounds like, feels like, smells like, or tastes like.
- **Imagery** makes reading more engaging and helps the reader connect with the story or poem.
- **Imagery** makes reading stories a more exciting, interesting, and immersive experience.

- ➢ **Visual** imagery describes what we can see. *The sea was a deep, dark blue.*
- ➢ **Auditory** imagery describes what we can hear. *The trees rustled in the wind.*
- ➢ **Olfactory** imagery describes what we can smell. *The aroma of freshly baked bread filled the room.*
- ➢ **Gustatory** imagery describes what we can taste. *The cola was tangy and sweet.*
- ➢ **Tactile** imagery describes what we can feel. *The blanket was soft and warm.*

| 9.  **Is the epilogue a suitable ending to the play?** | Red | Amber | Green |
|---|---|---|---|

An epilogue is a section at the end of a book or play that provides extra information about what happens after the main story has ended.

The epilogue can:

- help to wrap up the story by answering any remaining questions.
- show the future of the characters, sometimes many years later.
- provide closure, making the ending feel complete

**Epilogue**

- The play ends with Captain Walton stating that Frankenstein died at the end of telling his story.
- The Monster disappeared in the Arctic.

| 10. **What makes a successful essay?** | Red | Amber | Green |
|---|---|---|---|

**Introduction:**

Include the **TITLE, AUTHOR, GENRE** and then make a LINK to the question. Your link simply answers the question briefly. Remember **TAGL!**

**A.P.E**

2-3 Main body paragraphs exploring your ideas in relation to the question. APE sentence starters below.

**Conclusion:**

Finish with your final thoughts on how the monster is presented. Avoid repeating anything you have already said.

Exemplar

In Act 2 of the Gothic play 'Frankenstein', adapted by the playwright Philip Pullman, the monster is presented as a pitiful creature who longs for human companionship. However, due to others' reactions towards him, we see him turn into a vengeful creature which leaves the audience fearful for the safety of himself and others around him.

The monster is presented as a figure that draws pity from the audience due to his isolation from society. He pleads to Agathe, "I want to love them, not hurt, not kill" revealing his desperation to be seen as a kind, virtuous human being. Pullman emphasises this desperation through a group of three whilst the repetition of the adverb "not" highlights how the monster has a moral compass, despite not being of natural birth. Altogether, the audience questions how the monster could fit into a society that rejects him. This, in turn, creates sympathy he simply seems an innocent victim.
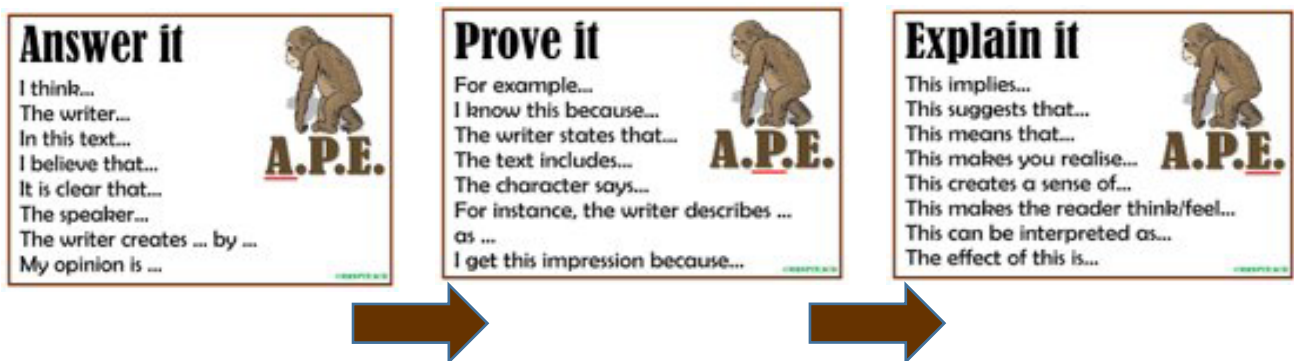
Towards the end of Act 2, Pullman deliberately shows a contrast in the monster's behaviour and words when he is attacked by Felix. He cries, "Evil? Evil – you want evil? – then I shall be evil!" which suggests that it is the cruel treatment he experiences which makes him seek revenge. The contrast in mood and atmosphere, which was calm and settled with Agathe, now turns volatile and unpredictable. The audience can see that the monster, rather than fight against others' prejudice against him, embraces it and his sadness is turned into spite and anger. At the same time, the audience recognises that Pullman is foreshadowing deadly events to come as his repeated focus on the word "evil" suggests the monster has turned against mankind. This raises the question of who is responsible for the monster's later actions.

> To analyse texts successfully, remember to use A.P.E in your paragraphs
>
> A: what is the answer to the question you've been asked?
>
> P: prove your answer with a quotation.
>
> E: explain why that quote helped you answer the question. Refer to any techniques, key words, reader feelings.

**Answer it**
I think…
The writer…
In this text…
I believe that…
It is clear that…
The speaker…
The writer creates … by …
My opinion is …
A.P.E.

**Prove it**
For example…
I know this because…
The writer states that…
The text includes…
The character says…
For instance, the writer describes … as …
I get this impression because…
A.P.E.

**Explain it**
This implies…
This suggests that…
This means that…
This makes you realise…
This creates a sense of…
This makes the reader think/feel…
This can be interpreted as…
The effect of this is…
A.P.E.

## Frankenstein by Phillip Pullman

## Characters

- **Captain Walton**: an Arctic explorer – he opens the play in the Prologue
- **Victor Frankenstein**: a scientist and the doomed protagonist
- **Clerval:** Frankenstein's friend and philosopher.
- **Elizabeth**: Frankenstein's cousin and acts as a moral compass for Frankenstein
- **The Monster:** Frankenstein's tragic creation.
- **Felix and Agathe**: Villagers that the monster spies on - they are political refugees and outsiders like the Monster.
- **William:** Frankenstein's younger brother.

# Plot

## Prologue

- Captain Walton introduces the play from his ship in the Arctic and recounts when he first met Frankenstein.

## Act 1

- Frankenstein has been conducting experiments to build a human out of dead body parts. He believes he can bring it back to life using electricity generated by the coming storm.
- Elizabeth, Frankenstein's cousin, has come to visit him. Frankenstein has not been responding to her letters, which she has been sending to inform him about his father's illness.
- Frankenstein finally succeeds in bringing the Monster to life. Unfortunately, he is repulsed by how ugly the Monster is and rejects the Monster.

## Act 2

- The Monster runs away to the forest and discovers a cottage that belongs to Felix and Agathe (who is blind).
- The Monster listens to the music Agathe plays and eats some of her food. He feels guilty for taking it without permission, so he goes out to get firewood and an apple for her.
- When the Monster sees his image in the mirror, he is frightened by what he sees, and screams out. Agathe realises that someone else is there, and the Monster reassures her that he is not there to hurt her.
- Felix returns to the cottage; he tries to shoot the Monster.
- Agathe tries to protect the Monster, but he loses his innocent faith in humanity and leaves the scene seeking revenge against everyone.

## Act 3

- Frankenstein and Elizabeth are in his study. William has gone missing, and they are both very worried and anxious.
- A group of people have found William, who is dead.
- The Monster enters and declares that he has killed William to hurt Frankenstein.
- The Monster tells Frankenstein that he feels betrayed and asks Frankenstein to make him a companion – a bride to keep him company.

## Act 4 – Two Years Later

- Frankenstein has made a bride for the Monster. He has attached the wires to bring her to life and is waiting for the storm to provide electricity. When Clerval discovers that Frankenstein is going to build another monster, he decides to detach the wires.
- The Monster arrives on the scene and fights with Clerval.
- The Monster is furious for ruining the experiment and kills Clerval. Frankenstein and Elizabeth enter - just as the Monster is about to bring his bride to life, Frankenstein pulls out a handful of wires and she falls back lifeless.
- Enraged, the Monster kills Elizabeth and swears to take his revenge on Frankenstein.

## Epilogue

- The play ends with Captain Walton stating that Frankenstein died at the end of telling his story.
- The Monster disappeared in the Arctic.

## Themes

- **Religion**: Frankenstein goes against God by creating the monster – the novel warns against 'playing God'.
- **Prejudice:** the monster suffers from prejudice from Frankenstein and all others he meets. He is judged to be evil before people have even spoken to him.
- **Innocence:** the monster is initially innocent until he learns destruction through humans.
- **Ambition:** Frankenstein's ambition to create the monster – is ambition always good?
- **Loneliness:** many of the characters are lonely some by choice and some not.
- **Revenge**: Frankenstein and the monster feel wronged and seek revenge even at the cost of their own safety, health and happiness

## Further Reading:

- Frankenstein by Mary Shelley
- Coraline by Neil Gaiman

| HOME LEARNING TASKS | |
| --- | --- |
| **Task Description** | **Done?** |
| Read library book – 15-20 minutes per day | |
| Literacy | |
| Revise content of knowledge organiser in preparation for class quizzes | |
| Create a Gothic monster – you can draw your own image and describe | |

| Literacy Knowledge Organiser | |
|---|---|

**Term Focus**
Year 7 and 8 -all schemes of learning
The literacy knowledge organiser is an important tool for students to enhance their learning across the curriculum in all subjects.

**Prior Learning Links**

- Consolidates previously learned literacy information and skills which underpin the curriculum.

- Provides a structured outline of key literacy concepts, and supports in the revision process of previously learned skills in primary school and KS3.

- Helps students recall and revise important literacy information by highlighting what is most important and breaking down complex topics into manageable chunks.

**Future Learning Links**

- Students can revise and retain literacy information by giving prominence to the key aspects which are broken down into manageable parts.

- Enhances student's learning and provides a clear understanding of what students need to revise and retain; also, can be used to track progress throughout the academic year.

- Promotes consistency across the wider school, and ensures all students are learning the same key literacy knowledge and skills.

---

## 1. Punctuation                        Red   Amber   Green

**Full stops:** remember to use a full stop at the end of every sentence.

**Capital Letters:**
- The first word of a sentence always has a capital letter.
- The names of people: John, Sarah, Harry.
- The names of places: California, New York, France.

**Apostrophes to show contraction:**
You use apostrophes to show you have left out some letters when joining words together. Contractions can make your writing more informal: Do + Not = Don't. Will + Not = Won't.

**Apostrophes to show possession:**
Apostrophes can be used to show that something belongs to someone.

- When the noun is **singular**:
- **Sam's** book (the book belongs to Sam)
- **Nicola's** football (the football belongs to Nicola)

- When the noun is **plural:** The **girls'** pencils (the pencils belong to the girls)

**Exclamation marks**: used to end a sentence to show a strong feeling of emotion like surprise, anger, or shock. For, example: **I'm so frightened!**

**Ellipses:** used to show an omission of words, a pause in thought or to create suspense. For example: **Suddenly, there it was … his worst nightmare.**

**Colons:** used to precede lists or explanations.
- I went to the store and bought a lot of fruit: peaches, apples, oranges and pears.
- Sarah wrote a story: The Hungry Fish.

**Semi Colons:** used to join two related independent clauses.
- We made too many mistakes; we lost the game.

Also, use a **semi-colon** instead of a comma, usually in a list.
- You will need many backpacking items: a sleeping bag; torch; tent; and pillow.

**Hyphens:** you can use hyphens for several reasons.

- To separate sentences with added information: **I enjoy English – as well as Maths.**
- To indicate periods of time: **2000-2006.**
- To form hyphenated words: **self-respect.**
- To create emphasis: **Mum loves seafood – she absolutely adores seafood.**

**Brackets:** use brackets to indicate added information. The sentence should still make sense when removed.
- **I did my homework, (it took me twenty minutes) and brought it in early.**

| 2. **Comma Rules** | Red | Amber | Green |
|---|---|---|---|

- Use a comma before a conjunction, (and, but, nor, yet, or so), to connect two independent clauses.
  **I had an English test last night, so I revised.**

- Use a comma to set off an opening phrase.
  **As such, I feel there is much I can learn.**

- Use a comma when using quotes to separate the quote from the rest of the sentence.
  **Like Mary Radmacher said, "As we work to create light for others, we naturally light our own way".**

- Use a comma to separate adjectives in a descriptive list.
  **The pizza was hot, delicious and freshly cooked.**

- Use a comma to separate three or more things in a series.
  **Of Charles Dickens' novels, I have read *A Christmas Carol*, *Oliver Twist*, and *Great Expectations.***

- Use a comma with phrases that present a contrast.
  **Learning about Shakespeare can be beneficial for students, not only in their secondary school studies, but also in their future careers.**

- Use a comma to add <mark>extra information</mark> that can be taken out without changing the meaning of the sentence.
  **My sister Mary, <mark>who is a doctor</mark>, lives in London.**

## 3. Sentence Structures                    | Red | Amber | Green |

- **Independent Clause:** A clause that can stand alone as a sentence.
  **The cat sat on the mat.** Contains a **subject** and a **verb.**

- **Subordinate Clause**: A clause that depends on an independent clause to make sense.
  **Without turning around, the cat sat on the mat**.

- **Simple Sentence**: Contains just one clause (subject + verb)
  **Tom went to the shops.**

- **Compound Sentence**: Independent Clause + Conjunction (FANBOYS) + Independent Clause (For, And, Nor, But, Yet, So)
  **Tom went to the shops and he bought some bread.**

- **Complex Sentence:** Contains one main clause and one or more subordinate clauses/s.
  **Although it looked difficult, they still pushed on with the challenge.**

- **Exclamatory**: A sentence that shows great emotions.
  **I am appalled by your behaviour!**

- **Imperative**: A sentence that gives commands.
  **Get out!**

- **Interrogative**: A sentence that asks a question (not rhetorical questions).
  **How much is that dress in the window?**

- **Declarative**: A sentence that makes a declaration.
  **She sells seashells.**

## 4. Paragraphs                    | Red | Amber | Green |

Texts of any length and written in continuous prose are usually divided into paragraphs. Paragraphs are a useful way of helping the reader through a text.

In your writing when you start a new paragraph remember to leave a line to ensure your paragraphs are clear.

**Remember to TIP TOP your paragraphs!**

- **TIME**: you move to a new time.
- **PLACE:** you shift to a different place or location
- **TOPIC**: you move from one topic to another
- **PERSON**: you bring a new person into your writing or change from one person or another. Remember dialogue between two characters needs a new line each time.

| 5. **Sentence Openings** | | | Red | Amber | Green |
|---|---|---|---|---|---|

In your writing aim to vary your sentence openings to make your writing more interesting for the reader.

| Opener | Definition | Examples |
|---|---|---|
| Prepositional phrase | Describes the relationship between nouns | Under<br>Beside<br>Below |
| Adverbs | Adverbs modify adjectives and verbs | Happily (adjective +ly)<br>He ate (verb) his breakfast *quickly*. |
| Action words ending in -ed or -ing | Verbs with an -ed or -ing ending | Played<br>Playing |
| Transitional words | Tell time, sequence, cause/effect, closing | Since<br>Immediately |
| Very short sentences | Sentences with 2-5 words | We jumped!<br>It was scary. |

| 6. **Homophones** | | | Red | Amber | Green |
|---|---|---|---|---|---|

Homophones are words that sound the same but have different meanings.

- **Their** means it belongs to them.
- **I ate their sweets.**

- **They're** short for they are.
- **They are going to be cross.**

- **There** refers to a place.
- **I'm going to hide over there.**

- **Your:** refers to something that belongs to you.
- **Your bag.**

- **You're:** a contraction of 'you are.'
- **You're going to win.**

| 7. **Spellings** | | | Red | Amber | Green |
|---|---|---|---|---|---|

**Commonly misspelled words:**

- Believe
- Experience
- Necessary
- Successful
- Environment
- Immediate
- Achieve

- Definitely
- Separate
- Occurrence
- Embarrass
- Receive
- Beginning
- Argument

**The *I* before *E* rule**:

- Remember: I before E, except after C.
- Examples: believe, receive, piece.

**Silent Letters**:

- Be aware of silent letters in words like, **k**night, **g**nome, and dou**b**t.

**Spelling tips**

1. **Read Aloud**: try to pronounce the words as you read them to catch any spelling errors.
2. **Break Words Down**: Divide complex words into syllable sounds for easier spelling.
3. **Use Mnemonics**: Create memory aids. For example:

- **B**ig
- **E**lephants
- **C**an
- **A**lways
- **U**nderstand
- **S**mall                    | BECAUSE |
- **E**lephants.

4. **Learn Common Patterns**: Understand rules like I before E and silent letters.
5. **Practice**: Regularly write and review words to reinforce correct spelling.
6. **Proofread**: Always check your work for mistakes.

| 8.  Word Classes | Red | Amber | Green |
| --- | --- | --- | --- |

**Common Noun**
Words for types of things, people, and places: dog, chair, city.

**Proper Noun**
The name of a specific person place or thing: France, Jane, London.

**Abstract Noun**
The name of an idea, feeling, quality or state: love, truth, danger.

**Pronoun**
Used instead of a name or names: they, it, her.

**Verb**
An action or a 'doing' word: run, jump, swim.

**Adjective**
Describes the noun: brave, tall, lumpy.

**Adverb**
Tells us how something is done: slowly, bravely, and very.

**Preposition**
Shows direction, time, place, location: in, at, on.

**Conjunction**
- A connecting or joining word: for, and, nor, but, yet, so

| 9. Tenses | Red | Amber | Green |
|---|---|---|---|

**Present tense**
Something that is happening now.

**Past tense**
Something that has happened in the past.

**Past progressive**
Used to describe an ongoing activity in the past. My teacher was eating chocolate.

**Present progressive**
Used to describe an action that is currently happening. We are running.

**Present perfect**
Used when talking about experiences from the past, a change or situation that has happened in the past and is continuing today. She has lived here all her life.

**Past perfect**
Used to talk about actions and events that were completed at a specific point in the past. I had written the email on Monday morning.

| 10. Root words and word families | Red | Amber | Green |
|---|---|---|---|

**Root words** are the core parts of words that carry the main meaning.

**Root words** form the foundation from which other words are built.
A **root word** can stand alone as a word. For example: **act.**
However, some **root words** may need affixes to become a complete word. For example: **bio.**

**Word families** are groups of words that share the same root word and have related meanings.

**Examples**
- **Act**: relates to doing or performing. Action, Actor, Activate.

- **Bio**: means life. Biography, Biology, Biosphere

- **Geo**: means earth. Geography, Geometry, Geology

*References:*

*Oxford A-Z of Grammar and Punctuation.*

*BBC Bitesize*

# Maths Year 8 Term 2 – Statistics, Graphs and Charts, Area and Volume

Term Focus – How do we display and interpret data with graphs and charts?
How do the measure the size of a 2D shape or 3D solid?
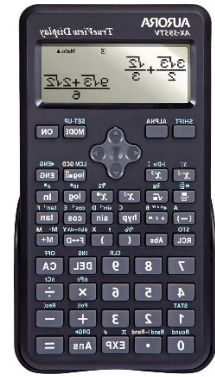
**Prior Learning Links**
Line graphs from Year 7, Term 2.
Year 7, Term 3 area and perimeter of basic shapes such as rectangles and squares
Confidence in converting between different metric units. Term 3, Year 7.

**Future Learning Links**
Geometry is historically a weak area in the maths syllabus. This unit is placed early in the year so that it can be recapped in Term 6.
Students need to be able to solve basic geometric problems in preparation for harder topics such as volume and surface area of more complex 3D solids, Pythagoras and trigonometry, compound shapes, bearings, loci and constructions.

| 2x | 3x | 4x | 5x | 6x | 7x | 8x |
|---|---|---|---|---|---|---|
| 2×0=0 | 3×0=0 | 4×0=0 | 5×0=0 | 6×0=0 | 7×0=0 | 8×0=0 |
| 2×1=2 | 3×1=3 | 4×1=4 | 5×1=5 | 6×1=6 | 7×1=7 | 8×1=8 |
| 2×2=4 | 3×2=6 | 4×2=8 | 5×2=10 | 6×2=12 | 7×2=14 | 8×2=16 |
| 2×3=6 | 3×3=9 | 4×3=12 | 5×3=15 | 6×3=18 | 7×3=21 | 8×3=24 |
| 2×4=8 | 3×4=12 | 4×4=16 | 5×4=20 | 6×4=24 | 7×4=28 | 8×4=32 |
| 2×5=10 | 3×5=15 | 4×5=20 | 5×5=25 | 6×5=30 | 7×5=35 | 8×5=40 |
| 2×6=12 | 3×6=18 | 4×6=24 | 5×6=30 | 6×6=36 | 7×6=42 | 8×6=48 |
| 2×7=14 | 3×7=21 | 4×7=28 | 5×7=35 | 6×7=42 | 7×7=49 | 8×7=56 |
| 2×8=16 | 3×8=24 | 4×8=32 | 5×8=40 | 6×8=48 | 7×8=56 | 8×8=64 |
| 2×9=18 | 3×9=27 | 4×9=36 | 5×9=45 | 6×9=54 | 7×9=63 | 8×9=72 |
| 2×10=20 | 3×10=30 | 4×10=40 | 5×10=50 | 6×10=60 | 7×10=70 | 8×10=80 |
| 2×11=22 | 3×11=33 | 4×11=44 | 5×11=55 | 6×11=66 | 7×11=77 | 8×11=88 |
| 2×12=24 | 3×12=36 | 4×12=48 | 5×12=60 | 6×12=72 | 7×12=84 | 8×12=96 |

| Literacy In Maths | Command Words |
|---|---|
| Evaluate … | Work out and write your answer |
| Work out … | Working out is required |
| Calculate … | Working out is required. A calculator may be needed. |
| Solve … | Work out the values |
| Prove … | All working must be shown in steps to link reasons and values. |
| Expand… | Multiply out of the brackets |
| Draw… | Draw accurately with a pencil and equipment. |
| Explain … | Use words to give reasons |
| Factorise | The reverse process of expanding brackets. Remove the HCF. |
| Estimate | Work out an approximate answer using rounded values. |

| 9x | 10x | 11x | 12x |
|---|---|---|---|
| 9×0=0 | 10×0=0 | 11×0=0 | 12×0=0 |
| 9×1=9 | 10×1=10 | 11×1=11 | 12×1=12 |
| 9×2=18 | 10×2=20 | 11×2=22 | 12×2=24 |
| 9×3=27 | 10×3=30 | 11×3=33 | 12×3=36 |
| 9×4=36 | 10×4=40 | 11×4=44 | 12×4=48 |
| 9×5=45 | 10×5=50 | 11×5=55 | 12×5=60 |
| 9×6=54 | 10×6=60 | 11×6=66 | 12×6=72 |
| 9×7=63 | 10×7=70 | 11×7=77 | 12×7=84 |
| 9×8=72 | 10×8=80 | 11×8=88 | 12×8=96 |
| 9×9=81 | 10×9=90 | 11×9=99 | 12×9=108 |
| 9×10=90 | 10×10=100 | 11×10=110 | 12×10=120 |
| 9×11=99 | 10×11=110 | 11×11=121 | 12×11=132 |
| 9×12=108 | 10×12=120 | 11×12=132 | 12×12=144 |

## Formulae to learn

| Area of a rectangle | = | Base x perpendicular height |
|---|---|---|
| Area of a triangle | = | (Base x perpendicular height) ÷ 2 |
| Area of a parallelogram | = | Base x perpendicular height |
| Area of a trapezium | = | $h(a + b) ÷ 2$ |
| Area of a circle | = | $\pi r^2$ |
| Speed | = | Distance ÷ time |
| Prism volume | = | Area of cross section x length |

| 1. How can you compare data? | | Red | Amber | Green |
|---|---|---|---|---|

| **Mean** | **Median** | **Mode** |
|---|---|---|
| To calculate the mean we find the total of the values and divide the total by the number of values. $$Mean = \frac{total}{number\ of\ values}$$ | The median is the middle number. To find the median we need to arrange the values in numerical order, from the smallest value to the highest value and find the middle value. | The mode is the most common number. To find the mode we need to find the most frequently occurring item in the data set. |

**Range**

The range is a measure of how spread out a set of data is.

To calculate the range we find the difference between the highest value and the lowest value. (The highest value is sometimes called the largest value or largest number. The lowest value is sometimes referred to as the smallest value or smallest number).

| 2. How do you draw a scatter graph and draw a line of best fit? | Red | Amber | Green |
|---|---|---|---|



In order to plot scatter graphs:

1. Identify that you have two continuous variables.
2. Draw suitable axes and label them.
3. Plot each pair of coordinates.

An outlier is a piece of data which does not fit with the rest of the data set. It can be recognised as a point by itself.



When drawing the line of best fit;

- Draw it using a ruler
- Go through as many points as you can.
- If you cannot go through all of the points try to have equal amount of point on either side of the line.
- Draw it within the range of the data values. Do not extend it past the information you know.

| 3. What types of correlation are there? | Red | Amber | Green |
|---|---|---|---|

| **Positive Correlation** | **Negative Correlation** | **No Correlation** |
|---|---|---|
| As one variable increases so does the other variable. We describe this as a positive correlation. On a scatter graph you can see this by an upward trend in plots. | As one variable decreases so does the other variable. We describe this as a negative correlation. On a scatter graph you can see this by a downward trend in plots. | There is no trend between the variables, then we say that there is no correlation. On a scatter graph you can see this when the plots do not follow any pattern (do not form a line). |
|  |  |  |

Correlation can vary in strength. Sometimes there is a strong relationship between data and other times the relationship is weak. You can see this visually on a scatter graph by observing how close the plots are together in forming a line.

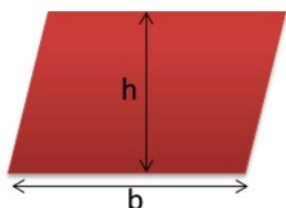| 4. How do I calculate the area of a triangle? | Red | Amber | Green |
| --- | --- | --- | --- |
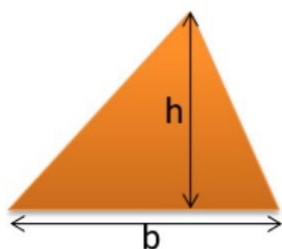
1. Identify the base and perpendicular height of the triangle.
2. Write the area formula.
3. Substitute known values into the area formula.
4. Solve the equation.
5. Write the answer, including the units.

$A = ½ (b × h)$

| 6. How do I calculate the area of a parallelogram and trapezium? | Red | Amber | Green |
| --- | --- | --- | --- |
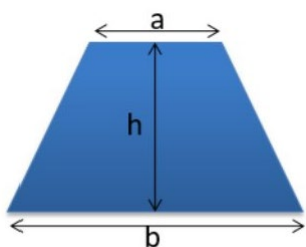
$A = b × h$

The area of a parallelogram is calculated by:
1. Identify the base and the perpendicular height of the parallelogram.
2. Write down the formula for the area of a parallelogram.
3. Substitute the given values and calculate

$A = ½ (a + b)h$

The area of a trapezium is calculated by:
1. Identify the parallel sides of the trapezium and the perpendicular height.
2. Add the values of the parallel sides together
3. Divide the total of the parallel sides by 2
4. Multiply by the perpendicular height.

| 7. How do I calculate the area of a circle? | Red | Amber | Green |
| --- | --- | --- | --- |

$$Area = \pi r^2$$
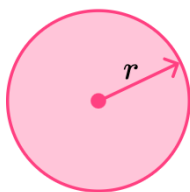
Find the radius of the circle.
1. Identify the radius of the circle
2. Use the formula Area of a circle=$\pi r^2$
3. 3.Substitute the given value and calculate

| 8. How do I identify the different parts of a circle? | Red | Amber | Green |
| --- | --- | --- | --- |

**Centre**
The centre of the circle is the fixed point from which all points on the boundary of the circle are equidistant.

**Radius**
The distance from the centre of a circle to the outside.
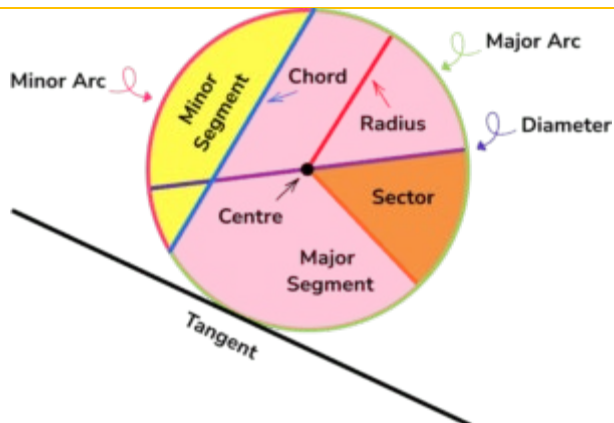The radius of the circle is half the diameter of the circle

**Diameter**
The distance across the circle going through the centre

**Circumference**
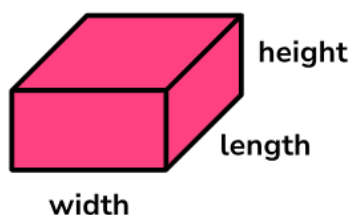The distance once around the circle.

**Arc**
A part of the circumference.

| 9. How do I calculate the volume of cubes and cuboids? | Red | Amber | Green |
| --- | --- | --- | --- |

$$Volume = length \times width \times height$$



1. Write down the formula.
2. Substitute the values into the formula.
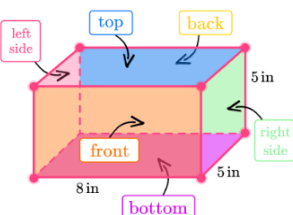3. Work out the calculation

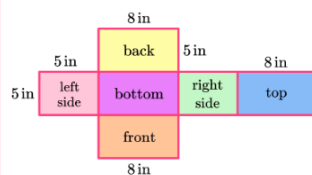| 10. How do I sketch a net of a shape? | Red | Amber | Green |
| --- | --- | --- | --- |
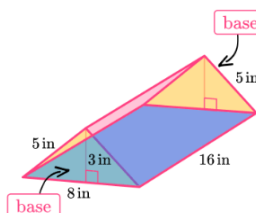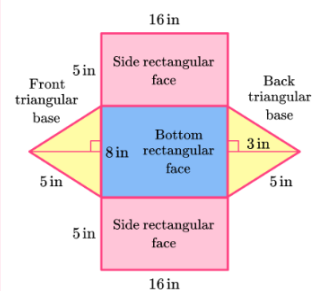


1. Identify all the sides of the 3D solid.
2. Draw the base.
3. Draw the lateral sides and have them connect to the base.
4. If the 3D figure is a prism, draw the second base so that it is connected to one of the lateral sides.

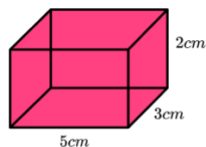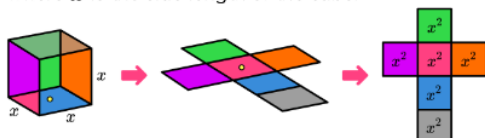| 11. How do I calculate surface area of cubes and cuboids? | Red | Amber | Green |
| --- | --- | --- | --- |

**Cube**
1. Write the formula for the surface area of the cube.
2. Substitute any known value into the formula.
3. Complete the calculation.
4. Write the solution, including the units.

**Cuboid**
1. Work out the area of each face.
2. Add the six areas together.
3. Include the units.
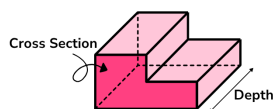
$$S = 6x^2$$

where $x$ is the side length of the cube.

| Face | Area |
|---|---|
| Bottom | 5 x 3 = 15 |
| Top | 15 |
| Front | 5 x 2 = 10 |
| Back | 10 |
| Right side | 2 x 3 = 6 |
| Left side | 6 |

2cm

3cm

5cm

Total surface area = 15 + 15 + 10 +10 + 6 + 6

= 62cm²

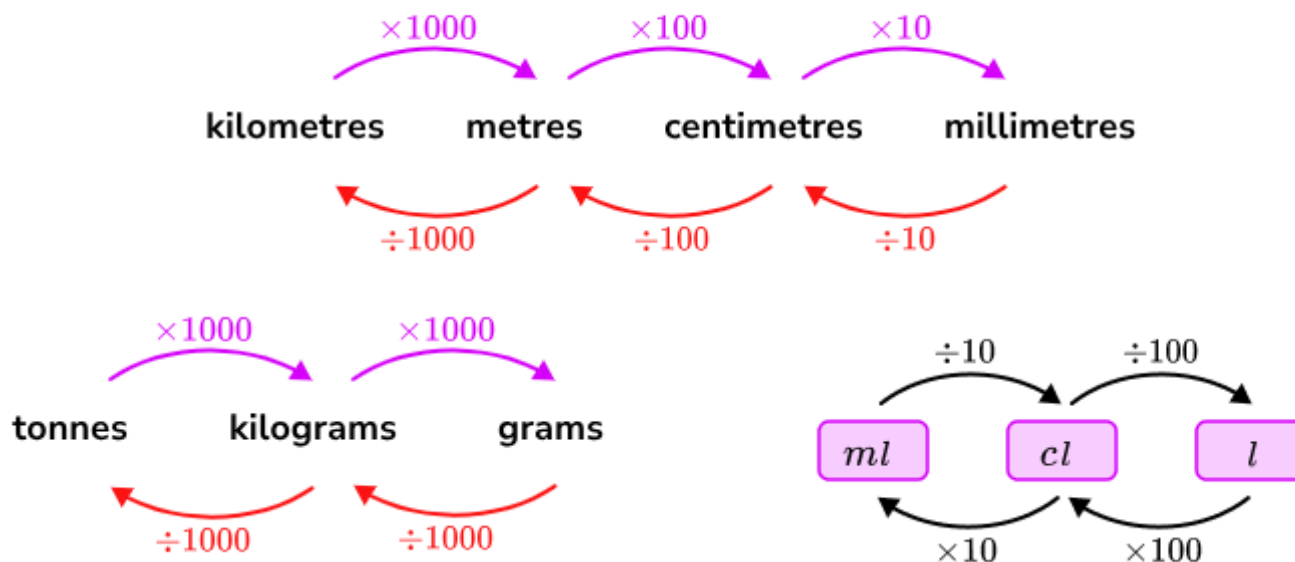## 12. How do I calculate the volume of prisms?    Red    Amber    Green

Cross Section

Depth

Volume of prism = Area of cross section x depth

1. Write down the formula.
2. Calculate the area of the cross section.
3. Calculate the volume of the prism.
4. Write the answer, including the units

## 13. How do I convert between metric measures?    Red    Amber    Green

×1000    ×100    ×10

kilometres    metres    centimetres    millimetres

÷1000    ÷100    ÷10

×1000    ×1000

tonnes    kilograms    grams

÷1000    ÷1000

÷10    ÷100

$ml$    $cl$    $l$

×10    ×100

## HOME LEARNING TASKS

| Task Description | Done? |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

# Science Year 8 Block 2 – Electricity

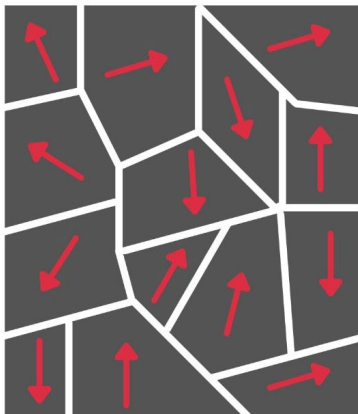| Prior Learning Links | Future Learning Links |
|---|---|
| 1. KS2 – Circuits<br>2. KS3 – Working Scientifically<br>3. KS2 – Magnetism | 1. KS4 – Electricity |
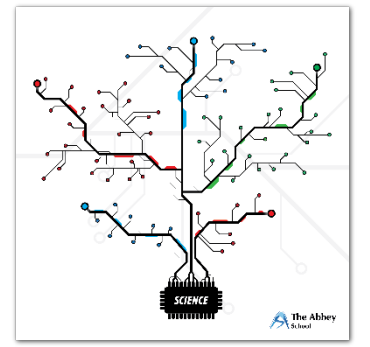
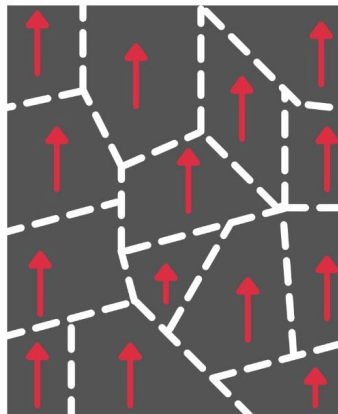## 1. Which materials are magnetic and why are they magnetic?   Red | Amber | Green
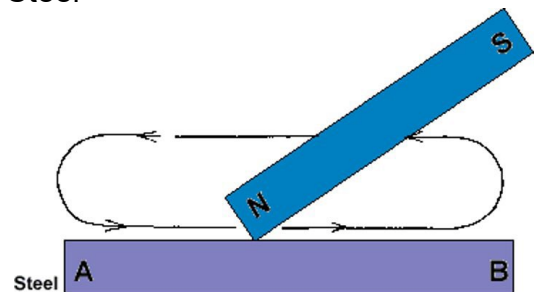
Domains Randomly Assigned          Domains Aligned

INCS Magnetic Materials;
Iron
Nickel
Cobalt
Steel

Steel  A          B

Domains are randomly assigned in a temporary magnet and aligned in a permanent magnet.

## 2. How do magnetic materials behave?   Red | Amber | Green

**ATTRACTION**
N  S  N  S

**REPULSION**
N  S  S  N
**OR**
S  N  N  S

OPPOSITES ALWAYS ATTRACT

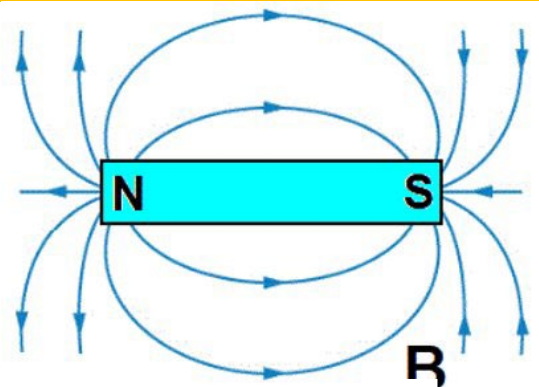North will attract South and South will attract North

LIKE POLES REPEL

North will repel North and South will repel South

N          S
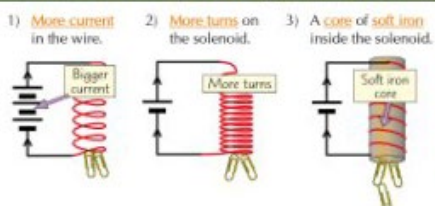
## 3. What is an electromagnet and how can we use it?   Red | Amber | Green

You Can **Increase** the **Strength** of an **Electromagnet**

1) More current in the wire.
2) More turns on the solenoid.
3) A core of soft iron inside the solenoid.

You can't just use any metal to make an electromagnet core. Soft iron has to be used for the core to make it perform as an electromagnet should — i.e. turning on and off when the current is turned on and off.
If a steel core was used, it would stay magnetised after the current was switched off — which would be no good at all.

Cell

Iron nail

Coil of insulated wire

Switch

Electromagnets are used in devices such as electric bells, and door locks that can be controlled remotely.
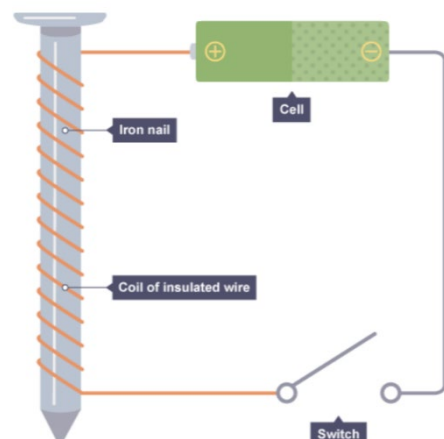
| 4. How can a chemical reaction generate electricity? | Red | Amber | Green |
|---|---|---|---|



Copper Wire → ← Zinc Strip
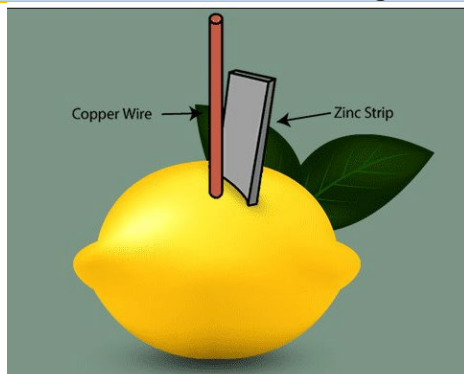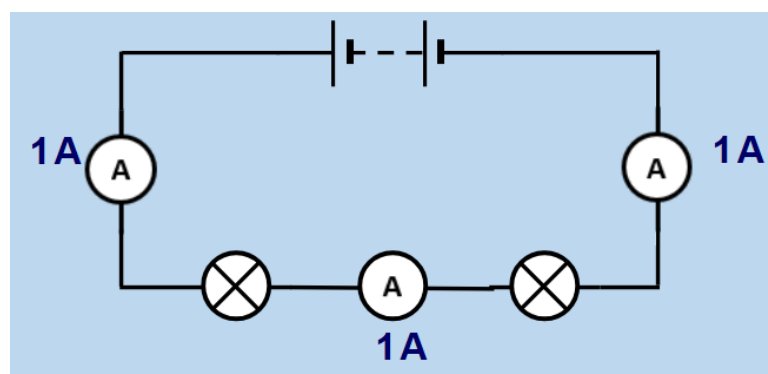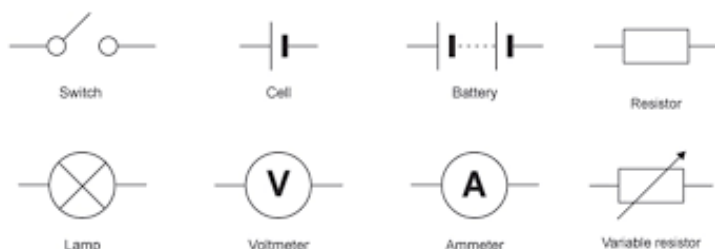
**Inside a battery, a chemical reaction takes place that causes electricity to flow. The chemical reaction needs an ionic solution (liquid) and two different metal electrodes. The ionic solution is the acid from the orange juice, the metal electrodes are pushed into the fruit to make a circuit.**

| 5. What is a series circuit? | Red | Amber | Green |
|---|---|---|---|



Switch    Cell    Battery    Resistor

Lamp    Voltmeter    Ammeter    Variable resistor

1A    1A

1A

**Circuit** is a loop that allows the current to flow around the circuit. Like pipes that carry water, if there is a break anywhere then the water will leak out and will not reach its destination. In a circuit the current will not reach the components, so they will not work.

**S**eries **circuit** has all its components wired in the same loop. In a series circuit, the voltage supplied by the battery is shared by the components. So, the sum of the potential difference across the components equals the battery voltage.

| 6. What is a parallel circuit? | Red | Amber | Green |
|---|---|---|---|
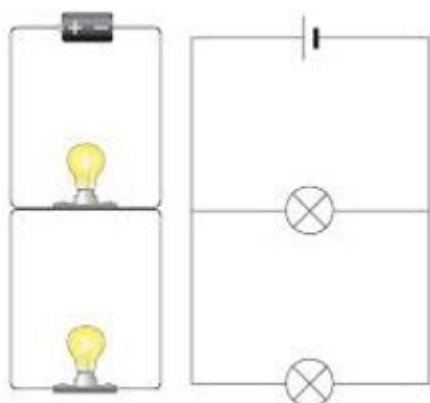


**Parallel circuit** contains more than one loop so there is more than one path for the electrons to take.

In a parallel circuit, the current divides at the point where the circuit branches and then recombines to complete the circuit.
So, the current is not the same in all parts of a parallel circuit

| 7. How can I test for faulty components and fix a faulty circuit? | Red | Amber | Green |
|---|---|---|---|

In a **series circuit**, if one component does not work, the circuit is broken, and it is not a **complete circuit**.
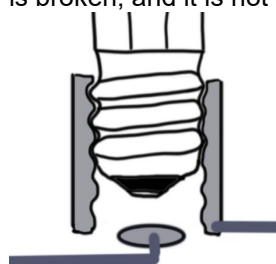


An incomplete circuit could be caused by;
- A bulb filament has melted
- A loose connection
- A bulb not fitted correctly
- A damaged wire
- Any component in the circuit is broken
- Broken soldered joints

| 8. What is electrical current and how is it measured? | Red | Amber | Green |

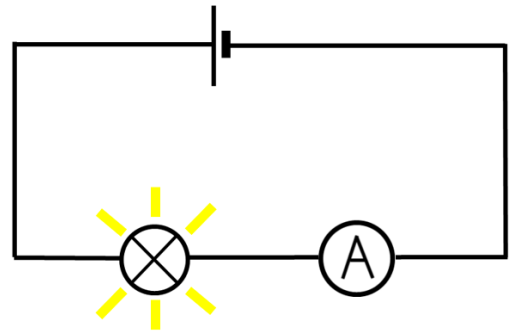**Current** is a measure of how much electric charge flows through a circuit. The more charge that flows, the bigger the current. Current is measured in amperes (Amps).

Current can be measured using an Ammeter. This is always placed in series in a circuit, an ammeter does not change the current in the circuit, it just measures the current.
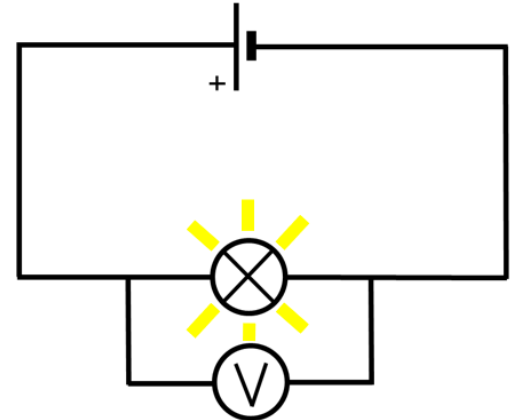
| 9. What is voltage and how is it measured? | Red | Amber | Green |

A **voltmeter** is a device used to measure the **voltage** supplied by a battery or across a component. A voltmeter is placed in parallel in a circuit.

**Voltage** is a measure of the 'push' from a battery that causes charge to be transferred around a circuit. It is measured in Volts.

| 10. What is resistance and how is it measured? | Red | Amber | Green |

**Resistance**
This is a measure of how difficult it is for a current to flow. It is measured in ohms Ω.

Ohm's Law shows us the relationship between current, potential difference and resistance, we can calculate potential difference using this equation;

**Potential difference (V) = current (A) x resistance (Ω)**
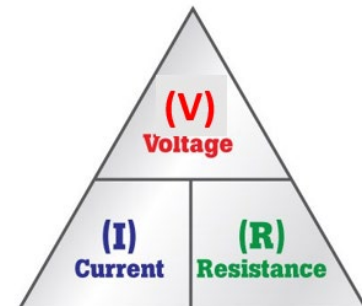
| 11. How does the energy get used in an electrical circuit? | Red | Amber | Green |

**Factors that affect resistance**

**The material the wire is made from**: Different materials have different resistance values, this depends on the number of free electrons available in the material.

**The length of the wire**: The longer the wire, the more resistance because there are more atoms to collide with during the flow of electrons.

**The thickness of the wire**: In a thin wire the electrons cannot get through as easily so there is more resistance.
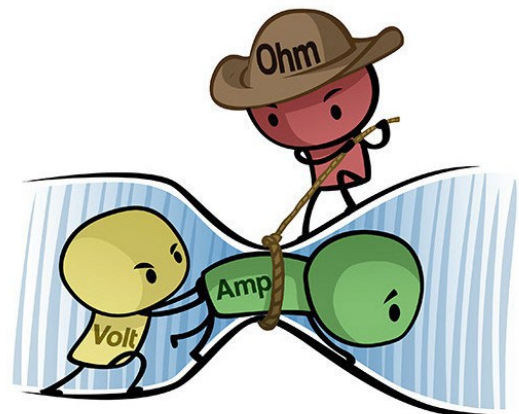
**Current – Flow of electrons**

**Voltage – Push to electrons**

**Resistance – The force felt by electrons**

| 12. Why do we use certain types of circuits in the home? | Red | Amber | Green |
|---|---|---|---|



Most circuits are connected in parallel including household lighting.

Water heaters using a thermostat are a series circuit so that when the thermostat reaches the temperature, the thermostat will turn off the current.

Most circuits are a combination of series and parallel circuits – these are called series-parallel circuits.

Circuit breakers are in series so that they can switch off appliances in the event of a fault.

### HOME LEARNING TASKS

| Task Description | Done? |
|---|---|
| 1) How are the domains arranged in a temporary magnet and a permanent magnet? | |
| 2) Explain how to make a temporary magnet? | |
| 3) Explain the difference between a series circuit and a parallel circuit. Draw an example of each circuit using the correct circuit symbols. | |
| 4) Explain the advantages and the disadvantages of a parallel circuit compared to a series circuit. | |
| 5) The bulb is not lighting up in your circuit, give as many reasons as you can for why this may be. | |

# Science Year 8 Block 3 – Atoms, Elements, Compounds and Bonding

| Prior Learning Links | Future Learning Links |
| --- | --- |
| 1. KS2 Particles<br>2. KS2 Atoms<br>3. KS2 Patterns of behaviour | 1. KS4 Chemistry, Atomic Structure<br>2. KS4 Chemistry, Bonding, Structure and properties of matter |


The Abbey School
SCIENCE
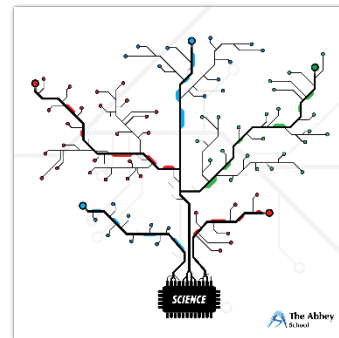
| **1. What is the structure of an atom?** | Red | Amber | Green |
| --- | --- | --- | --- |
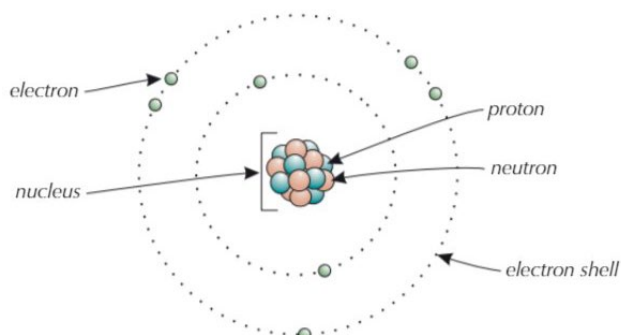


- Atoms are the smallest units of matter.
- They make up everything in the universe.
- They are formed from a central nucleus – this is where protons and neutrons are found.
- The shells around the atom are where we find the electrons..
- This model of the atom is not the first – Democritus (2000BC); John Dalton (1800's) Ernest Rutherford (1900's); Niels Bohr (1930's) have all improved on the model to get to this stage today.

| **2. How was the Periodic Table created and how is it organised?** | Red | Amber | Green |
| --- | --- | --- | --- |

- As in Biology, Scientists try to classify things and put them into groups with similar properties.
- This is the same thing with the periodic table.
- The person who managed to classify most of this was Dmitri Mendeleev.
- He arranged atoms initially in terms of their atomic weight but this was later changed to be their proton or atomic number.
- When the atoms are arranged in atomic number a set of repeating patterns show up.
- Examples of this include how the group 1 metals react with water.



| **3. What is an element and how are they different from each other?** | Red | Amber | Green |
| --- | --- | --- | --- |
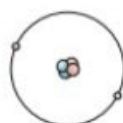


- Each element has its own individual number of protons – this gives the element it's identity.
- The elements are arranged in terms of proton number in the periodic table.
- If the proton number for an atom is known then we can check it's element name from the periodic table and vice versa.

| 4. What is a compound and how is it different from an element? | Red | Amber | Green |
| --- | --- | --- | --- |

- A compound is made when different elements join together.
- They form strong chemical bonds between the elements to hold the compound together.
- The compound has very different properties from the original substances that it was made from.
- In the diagram Iron powder can be separated from Sulphur powder using a magnet.
- Once in compound form the Iron Sulphide is no longer magnetic and the iron and sulphur cannot be easily separated.



Iron     Sulfur     Iron Sulfide

| 5. What are meant by the terms mixture, elements, compounds and pure substances? | Red | Amber | Green |
| --- | --- | --- | --- |



Atoms     Molecules     Compounds

Molecules of elements
Molecules of compounds
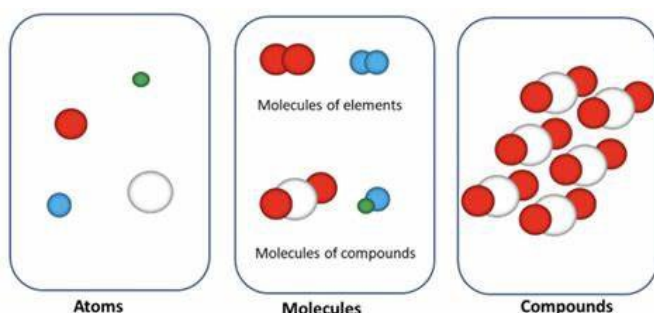
- A compound is made when two or more different atoms join together.
- A molecule is made when two or more atoms join together
- An element is made when all of the atoms in a molecule (or individual atoms) are exactly the same.

A substance is pure when all of the atoms are identical, when there are different atoms or elements or molecules present it is known as a mixture.

| 6. What are the key properties of metals and how do they behave? | Red | Amber | Green |
| --- | --- | --- | --- |

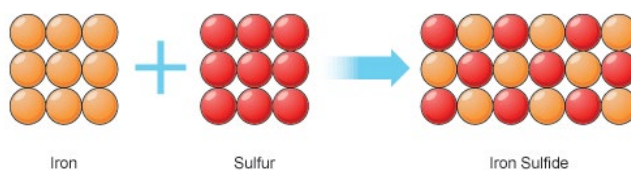- Good conductors of heat – metals can transfer thermal energy quickly through their structure
- Good conductors of electricity – metals can conduct electrical energy due to the delocalised electrons.
- Metals are malleable – they can be hammered into a shape (example – A blacksmith making a horseshoe)
- Metals are ductile – they can be pulled into long shapes without breaking (example – a wire in a plug cable)



Delocalised electrons

Metal ions
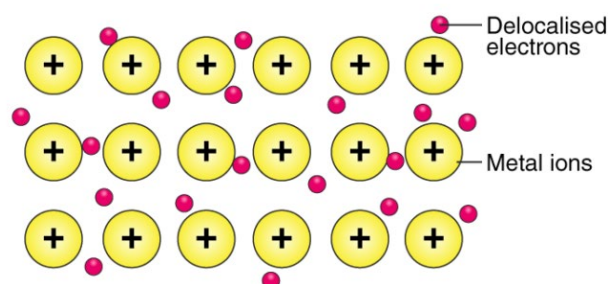
| 7. What are the key properties of non-metals and how do they behave? | Red | Amber | Green |
| --- | --- | --- | --- |



Poor conductivity
Non- ductile
Non- Sonorous
Non- Metals
Brittle
Non- lustrous
Non- malleable
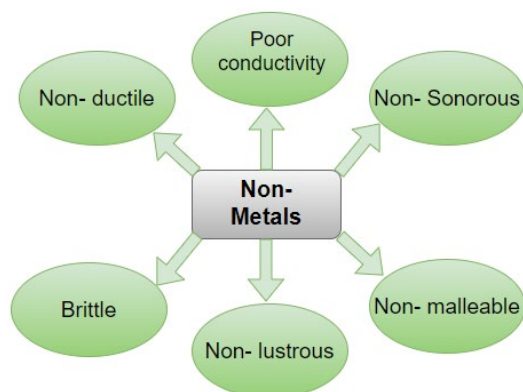
- Non Metals are poor conductors of heat and electricity, they are known as insulators.
- They are brittle (tend to snap when a force is applied) cannot be pulled into new shapes.
- They are not sonorous (have a ringing sound when hit).
- They are not shiny like metals usually are.

| 8. How are electrons arranged in an atom? | Red | Amber | Green |
|---|---|---|---|

- In an atom the electrons fill the shells in a specific way.
- The first shell can hold a maximum of 2 electrons, once full move to the next shell out.
- The second shell can hold a maximum of 8 electrons, once full move to the next shell out.
- The third shell can hold a maximum of 8 electrons, once full move to the next shell out.
- The fourth shell can hold all the electrons for any atom you will get asked about right up to GCSE level.

First shell holds 2 electrons
Second shell holds 8 electrons
Third shell holds 8 electrons
nucleus

| 9. What is a ionic bond and how is it formed? | Red | Amber | Green |
|---|---|---|---|

electrons

A → B → A B
Atom 1      Atom 2      Ionic molecule
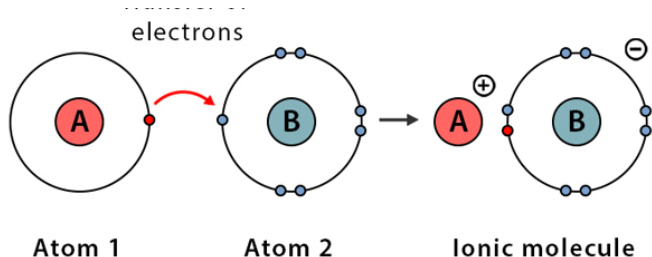
- An ionic bond is a type of bond that happens between metals and non-metals.
- The ionic bond occurs when electrons are transferred between atoms.
- The atom that loses an electron (the metal ion) becomes positively charged.
- The atom that gains an electron (the non-metal ion) becomes negatively charged.
- The two opposite charges attract to each other to form the bond.

| 10. What are the properties of ionic materials? | Red | Amber | Green |
|---|---|---|---|

- Ionic materials form strong bonds with all other charged particles.
- These bonds hold the structure together with big forces so the ionic materials have very high melting and boiling points.
- They can usually dissolve in water (because water has a slight charge, the water can pull ions apart from each other.

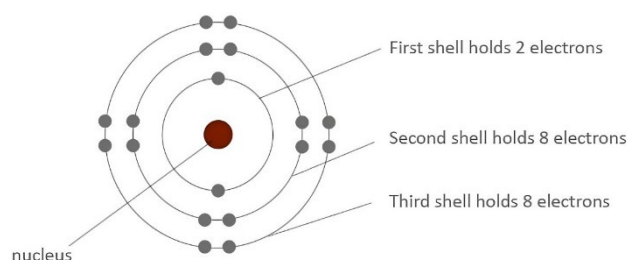Sodium Ions
Chloride Ions
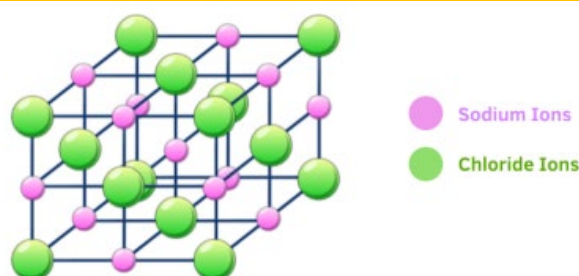
| 11. What is a covalent bond and how is it formed? | Red | Amber | Green |
|---|---|---|---|

A + B → A B
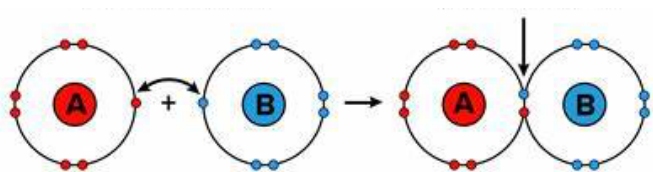
- This type of bonding happens between a non-metal and non-metals.
- Some elements for example Oxygen form their element molecules by sharing electrons with another Oxygen atom.
- Other compounds for example Methane are formed when different non-metals are bonded together (Methane = $CH_4$)
- The electrons in the outside shell are shared (this makes each atom appear to have a full outer shell of electrons which makes it stable)

| 12. How do polymers form and what are their properties? | Red | Amber | Green |
|---|---|---|---|

- Polymers are long chains of carbon atoms that join together in a repeating pattern.
- Polymers are the basic structure that we use to make plastics.
- Different carbon units can be joined together to give polymers with different properties for example strength, flexibility, heat resistance giving the plastics many uses that are linked to these properties.
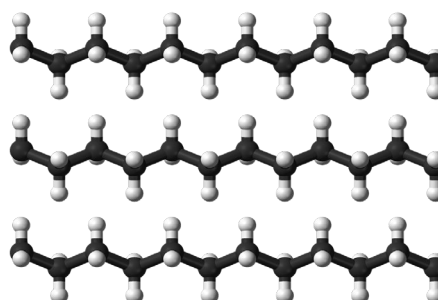
| HOME LEARNING TASKS | |
|---|---|
| **Task Description** | **Done?** |
| Learn the names and symbols of the first 20 elements in the periodic table – use look cover write check. | |
| Have a grown-up or friend draw out some circles, some joined together, some not, and decide which are atoms, elements, compounds or mixtures. | |
| Draw a diagram to show how Chlorine shares electrons to make a covalent bond<br><br>Practice naming compounds from the list below:<br>1. Iron + Sulphur →<br>2. Magnesium + Oxygen →<br>3. Calcium + Chlorine →<br>4. Sodium + Nitrogen →<br>5. Potassium + Fluorine → | |
| Complete a diagram showing the electron structure for Calcium. | |
| Describe with a dot and cross diagram how an ionic bond is formed. | |

# History Year 8 Term 2 – The Trans-Atlantic Slave Trade & the Civil Rights Movement

In this unit, you will explore the history of the Trans-Atlantic Slave Trade and the Civil Rights Movement, examining the brutal realities of slavery and the fight for equality. You will learn about key events, figures, and legislation that shaped these periods, including the Middle Passage, abolition, and landmark civil rights actions. Through this study, you will analyse and evaluate primary sources to unearth the lived experience of slavery, charting the development of civil rights and how this has shaped modern society.

**GCSE Pod**
https://members.gcsepod.com/
shared/course/preview/43

**Prior Learning Links**
- Year 8 Term 1 – Industrial Revolution & British Empire

**Future Learning Links**
- Year 8 Term 6 – Contextual knowledge of mid-20th Century America

## KEY VOCABULARY

### Historical Skills Vocabulary

**Cause** – the reason for something happening

**Change** – when things are different to how they were before

**Consequence** – the result of something happening

**Continuity** – the opposite of change; when something stays the same or continues

**Difference** – the ways in which things are different to one another

**Factor** – something that can affect, or determine an event or outcome

**Inference** - a conclusion drawn about something using the information you already have about it

**Rate of change** – the pace at which change occurs; e.g. very quickly or slowly

**Reliability –** the degree to which something can be trusted or relied upon as accurate

**Significance –** the importance of something

**Similarity –** the quality of being similar, or the same

**Trend** – when there are a number of similar and related changes continuing in the same direction over a period of time

**Turning point** – a significant change happens – something that is different from what has happened before and which will affect the future

### The Trans-Atlantic Slave Trade & Civil Rights Movement Generic Vocabulary

**Abolition**: The act of formally ending or abolishing a system, practice, or institution, such as slavery.

**Boycott**: The refusal to buy or use goods and services as a form of protest.

**Civil Disobedience:** A form of protest in which individuals non-violently refuse to comply with certain laws or demands of a government to bring about change.

**Injustice**: A lack of fairness or equity, often involving the violation of someone's rights.

**Oppression**: The systematic and prolonged cruel or unjust treatment or control of a group of people.

**Plantation:** A large piece of land, especially in a tropical country, where crops such as coffee, tea or sugar are grown.

**Resistance**: The act of fighting against something or someone that is attacking or oppressing you.

**Segregation**: The enforced separation of different racial or ethnic groups in a community, country, or institution.

**Suffrage**: The right to vote in political elections.

**Trafficking**: The illegal trade of goods or people, particularly for exploitation.

### The Trans-Atlantic Slave Trade & Civil Rights Movement Specific Vocabulary

1. **13th Amendment:** The amendment to the U.S. Constitution that abolished slavery in 1865.
2. **Abolitionist**: A person who advocated for the ending of slavery.
3. **Amistad**: A Spanish ship that was the site of a successful slave revolt in 1839, leading to a U.S. Supreme Court case.
4. **Atlantic Triangle**: The trade route between Europe, Africa, and the Americas during the Trans-Atlantic Slave Trade, involving the exchange of goods, enslaved people, and raw materials.
5. **Civil Rights Act of 1964**: A landmark U.S. law that outlawed discrimination based on race, color, religion, sex, or national origin.
6. **Emancipation Proclamation:** An executive order issued by President Abraham Lincoln in 1863 that declared the freedom of slaves in Confederate states.
7. **Emmett Till:** A 14-year-old African American boy whose brutal murder in 1955 helped spark the Civil Rights Movement.

8. **Harriet Tubman:** An abolitionist and former enslaved person who led many others to freedom via the Underground Railroad.
9. **Jim Crow Laws:** State and local laws in the southern U.S. that enforced racial segregation from the late 19th century until the Civil Rights Movement.
10. **Ku Klux Klan (KKK):** A white supremacist group formed after the Civil War, known for its violent actions against African Americans and other minority groups.
11. **Little Rock, Arkansas / 'The Little Rock 9':** When schools were eventually de-segregated, a school in Little Rock in the state of Arkansas resisted the introduction of 9 black students, prompted by Governor Orval Faubus. The scandal prompted the President to send in the National Guard to escort students into the school.
12. **Lynching:** The illegal execution of an individual, typically by a mob, often used to terrorize African Americans in the post-Reconstruction South.
13. **March on Washington:** A 1963 protest in Washington, D.C., where Martin Luther King Jr. delivered his famous "I Have a Dream" speech.
14. **Dr. Martin Luther King, Jr.:** A pastor who helped to form the SCLC – Southern Christian Leadership Conference. He became the face of the Civil Rights Movement from 1955-1968, advocating for non-violent protest in the civil rights movement and cooperation with white Americans. He is most well known for his 'I have a dream' speech delivered during the March on Washington, 1963. His leadership helped push through landmark laws such as the Civil Rights Act, and the Voting Rights Act. He was assassinated in 1968, causing great upset across the United States and riots in some states.
15. **Middle Passage:** The harrowing sea journey endured by enslaved Africans being transported to the Americas as part of the Trans-Atlantic Slave Trade.
16. **Montgomery Bus Boycott:** A 1955-1956 protest against racial segregation on public buses in Montgomery, Alabama, sparked by Rosa Parks' arrest.
17. **Nat Turner:** An enslaved man who led a violent slave rebellion in Virginia in 1831, which resulted in stricter laws against enslaved people.
18. **Plantation:** Large agricultural estates in the Americas where enslaved Africans were forced to work, especially in the production of cash crops like cotton and sugar.
19. **Rosa Parks:** A civil rights activist whose refusal to give up her bus seat to a white passenger ignited the Montgomery Bus Boycott.
20. **Slave Codes:** Laws that defined the status of enslaved people and the rights of masters, often severely restricting the freedoms of enslaved Africans.
21. **Slave Trade Act of 1807:** The British law that ended the Trans-Atlantic slave trade but did not abolish slavery itself.
22. **Thirteenth Amendment:** An amendment to the U.S. Constitution that officially abolished slavery throughout the United States in 1865.
23. **Underground Railroad:** A network of secret routes and safe houses used by enslaved African Americans to escape to free states and Canada.
24. **Voting Rights Act 1965:** Another landmark law that prohibited racial discrimination in voting in the U.S.
25. **William Wilberforce:** A British politician and leader of the movement to abolish the slave trade.

| 1. What was the Trans-Atlantic Slave Trade? | Red | Amber | Green |
|---|---|---|---|
| Can you describe the key elements and purpose of the Trans-Atlantic Slave Trade? | | | |
| Are you able to explain the role of European nations in the development and perpetuation of the trade? | | | |
| Can you identify the economic and social impact of the trade on Africa, Europe, and the Americas? | | | |
| 2. What was the experience of the Middle Passage like for enslaved Africans? | Red | Amber | Green |
| Can you describe the conditions faced by enslaved Africans during the Middle Passage? | | | |
| Are you able to explain the physical and psychological effects of the journey on the enslaved? | | | |
| Can you discuss the mortality rates and the factors contributing to the deaths during the Middle Passage? | | | |
| 3. What was life like for enslaved Africans on Caribbean plantations? | Red | Amber | Green |
| Can you describe the daily life and work of enslaved people on Caribbean plantations? | | | |
| Are you able to explain the systems of control and punishment used by slave owners? | | | |
| Can you discuss the cultural and social structures that enslaved people developed to survive? | | | |
| 4. How did enslaved Africans resist their conditions on plantations? | Red | Amber | Green |
| Can you identify and explain the different forms of resistance used by enslaved Africans? | | | |
| Are you able to describe the consequences of resistance for the enslaved and the plantation system? | | | |
| Can you discuss the impact of resistance on the eventual abolition of slavery? | | | |

| 5. How was slavery abolished in the UK? | Red | Amber | Green |
|---|---|---|---|
| Can you explain the role of abolitionist movements in ending slavery in the UK? | | | |
| Are you able to describe the significance of the Slave Trade Act of 1807 and the Slavery Abolition Act of 1833? | | | |
| Can you discuss the contributions of key figures such as William Wilberforce in the abolition movement? | | | |
| 6. How did slavery end in the United States? | Red | Amber | Green |
| Can you describe the key events that led to the abolition of slavery in the U.S.? | | | |
| Are you able to explain the significance of the Emancipation Proclamation and the Thirteenth Amendment? | | | |
| Can you discuss the role of the Civil War in ending slavery in America? | | | |
| 7. What was the significance of the Emancipation Proclamation? | Red | Amber | Green |
| Can you explain the immediate and long-term effects of the Emancipation Proclamation on slavery? | | | |
| Are you able to describe the limitations of the Proclamation in actually freeing all enslaved people? | | | |
| Can you discuss how the Proclamation influenced the course of the Civil War and the future of African Americans? | | | |
| 8. What happened to Emmett Till and why was it significant? | Red | Amber | Green |
| Can you recount the events leading up to and following the murder of Emmett Till? | | | |
| Are you able to explain how Emmett Till's death influenced the Civil Rights Movement? | | | |
| Can you discuss the role of media coverage in bringing national attention to racial violence in the U.S.? | | | |
| 9. Who was Rosa Parks and what was the significance of the Montgomery Bus Boycott? | Red | Amber | Green |
| Can you describe Rosa Parks' actions and how they sparked the Montgomery Bus Boycott? | | | |
| Are you able to explain the outcomes of the boycott for the Civil Rights Movement and U.S. society? | | | |
| Can you discuss the role of grassroots activism and organization in the success of the boycott? | | | |
| 10. Who was Martin Luther King Jr. and what was his contribution to the Civil Rights Movement? | Red | Amber | Green |
| Can you explain Martin Luther King Jr.'s philosophy of nonviolent protest? | | | |
| Are you able to describe key events and speeches led by Martin Luther King Jr., such as the March on Washington? | | | |
| Can you discuss his impact on the Civil Rights Movement and his legacy in modern America? | | | |
| 11. What were the key events and achievements of the Civil Rights Movement? | Red | Amber | Green |
| Can you identify and explain major events like the March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965? | | | |
| Are you able to discuss the role of various organizations, such as the NAACP and SNCC, in advancing civil rights? | | | |
| Can you describe the challenges faced by the Civil Rights Movement and how they were overcome? | | | |
| 12. How has the legacy of slavery and the Civil Rights Movement shaped modern society? | Red | Amber | Green |
| Can you analyze the ongoing effects of slavery and segregation on current social and racial issues in the U.S.? | | | |
| Are you able to discuss how the Civil Rights Movement has influenced subsequent movements for equality? | | | |
| Can you evaluate the progress made since the Civil Rights Movement and the challenges that still exist today? | | | |

## HOME LEARNING TASKS

| Task Description | Done? |
|---|---|
| Use 'Look, Cover, Write, Check' to learn the key vocabulary | |
| Complete the GCSE Pod tasks using the QR Code at the top of the page. | |
| Create a timeline charting the key events of the Abolition of Slavery and Civil Rights Movement. For each event, give it a score out of 10 judging how well it helped to improve the rights of either enslaved Africans, black people, or African Americans. | |
| Research the 'Bristol Bus Boycott 1963.' How similar was this to the Montgomery Bus Boycott 1955? What does this tell us about civil rights in Britain in this period, and what does it suggest to us about the importance of Rosa Parks and Martin Luther King Jr.? | |
| Exam Style Question: Describe two features of the Middle Passage (**4 marks**) | |
| Exam Style Question: Explain why life was so difficult for enslaved Africans on the plantation. (**12 marks**) | |
| Exam Style Question: 'Rosa Parks was more important than Martin Luther King Jr.' How far do you agree? (**16 marks**) | |

# Geography Year 8 Term 2 – Economic World

In this topic, you will explore the complex and ever-changing world of economics, focusing on how different industries shape countries, including the UK and nations in the Middle East. You'll discover how economies develop and change over time, the role of globalisation, and how tourism has become a major part of many economies. We'll also investigate the role of oil in the Middle East's wealth and why conflicts have arisen in the region. By the end, you'll understand how countries trade, how globalisation affects everything from the chocolate you eat to jobs around the world, and why some regions are so economically important.

| Prior Learning Links | Future Learning Links |
| --- | --- |
| • Location – Term 1<br>• Sense of Place – Term 3 Stepping into Asia Dubai<br>• Economy driven by natural resources, Term 6 year 7 and cemented in Term 1 Year 8. | • GCSE – Year 10 Term 2 UK economy. |

## KEY VOCABULARY

- **Economical**: Relating to the production, consumption, and transfer of wealth.
- **Environmental**: Relating to the natural world and the impact of human activity on its condition.
- **Globalisation**: The process by which businesses and other organisations develop international influence or start operating on an international scale.
- **Social**: Relating to society, its organisation, and its structure.
- **Tourism**: The commercial organisation and operation of vacations and visits to places of interest.
- **Sustainable**: Using resources in such a way that they will last for future generations.
- **Location**: A place or position where something exists or occurs.
- **Ethical**: Relating to moral principles or the branch of knowledge dealing with these.
- **Impact**: The effect or influence of one thing on another.

- **Fair Trade**: Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.
- **Primary**: The first sector of the economy, involving raw material extraction.
- **Secondary**: The sector of the economy that manufactures goods.
- **Tertiary**: The service sector of the economy.
- **Quaternary**: The knowledge-based part of the economy, involving technology and research.
- **Science Parks**: Areas that accommodate businesses focused on scientific research and development.
- **Business Parks**: Areas with offices and other workspaces where businesses are located.
- **Deindustrialisation**: The decline in industrial activity in a region or economy.

| 1. What is the UK's economic structure? | Red | Amber | Green |
|---|---|---|---|

The UK's economy has changed significantly over time. In the past, most people worked in the **primary sector**, like farming, fishing, and mining. As the country industrialised, many jobs moved into the **secondary sector**, which involves manufacturing goods like cars and clothes. Today, most jobs in the UK are in the **tertiary sector**, providing services like healthcare, teaching, and retail. There has also been growth in the **quaternary sector**, which includes jobs in research, technology, and innovation.

- **Primary Sector**: Involves raw material extraction.
- **Secondary Sector**: Manufacturing goods from raw materials.
- **Tertiary Sector**: Providing services to people and businesses.
- **Quaternary Sector**: Knowledge-based services such as IT and research.

The shift from manufacturing to services and knowledge-based industries is called **deindustrialisation**. This is because many factories closed down, and the UK economy moved into a **post-industrial** phase, meaning it now relies more on services and technology than traditional industries.

| 2. Why did Nissan locate to the UK? | Red | Amber | Green |
|---|---|---|---|

Nissan, the Japanese car manufacturer, decided to locate one of its main factories in Sunderland, UK. This was due to several factors:

- The UK's **strategic location** in Europe, making it easier to access markets.
- **Skilled labour** available in the region.
- **Government incentives** to attract foreign companies, such as grants and tax breaks.
- **Good transport links**, including ports and motorways, which make exporting cars easier.

Nissan's decision to locate in the UK is an example of **globalisation**, where businesses spread operations around the world.

| 3. How has tourism and the tertiary sector grown? | Red | Amber | Green |
|---|---|---|---|

Tourism has become one of the fastest-growing industries worldwide, especially in the **tertiary sector**. In the past 50 years, more people have started travelling due to:

- **Increased disposable income**: People have more money to spend on holidays.
- **Better transport options**: Planes are cheaper, and more flights are available.
- **Globalisation**: Easier travel and improved communication have made faraway destinations more accessible.

As a result, places like the **Great Barrier Reef** in Australia have seen a huge increase in visitors. Tourism has many positive impacts, such as creating jobs and boosting local economies, but it can also lead to environmental damage, like coral bleaching in the Great Barrier Reef.
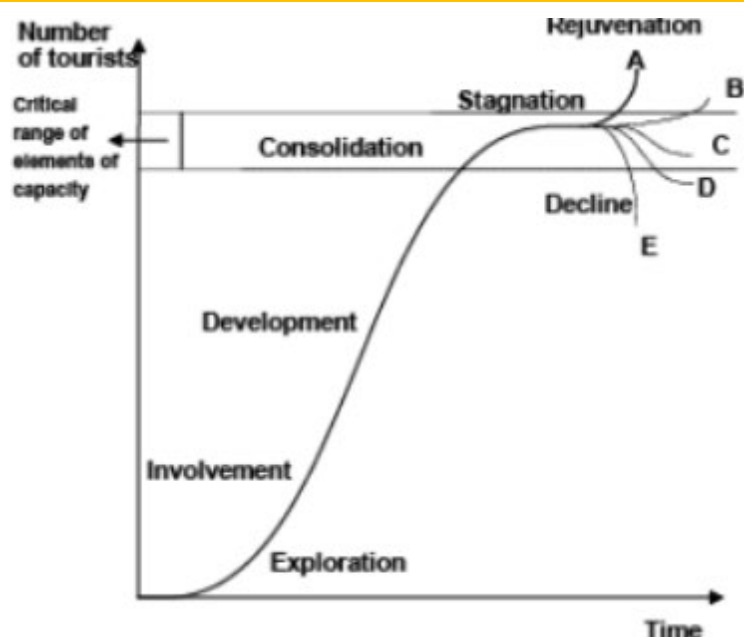
| 4. Should tourism be the largest industry globally? | Red | Amber | Green |

Tourism is a major industry for many countries, but it has both positive and negative impacts:

- **Positive Impacts**:
    - Creates jobs in hotels, restaurants, and transport.
    - Improves infrastructure, like roads and airports.
    - Brings income to local businesses.
- **Negative Impacts**:
    - Can cause environmental damage, like pollution and habitat destruction.
    - Over-tourism can lead to cultural erosion, where local traditions are lost.
    - Mass tourism can put pressure on natural resources, such as water and land.

The **Great Barrier Reef** is a famous example of how tourism can harm the environment if not managed sustainably.

| 5. How does the UK trade with other countries? | Red | Amber | Green |

The UK trades goods and services with many countries around the world. This involves:

- **Imports**: Goods the UK buys from other countries, such as electronics, food, and clothing.
- **Exports**: Goods the UK sells to other countries, such as cars, machinery, and financial services.

Some of the UK's biggest trading partners are the **European Union (EU)**, the **United States**, and **China**. Global trade is affected by **globalisation**, which makes it easier to move goods and services around the world.

| 6. Why is our chocolate an example of globalisation? | Red | Amber | Green |



The chocolate you eat is a perfect example of **globalisation**. The cocoa beans used to make chocolate are grown in tropical countries like **Ghana** and **Ivory Coast**. The beans are then processed in other countries, and finally, the chocolate is sold in shops worldwide. This process involves multiple countries and demonstrates how the global economy is interconnected.

| 7. Why is the Middle East a major economic region of the world? | Red | Amber | Green |

The Middle East is one of the world's most important economic regions because of its vast reserves of **oil**. Countries like **Saudi Arabia**, **Kuwait**, and **Iraq** have grown wealthy by exporting oil, which is used to power cars, planes, and factories around the world.

However, the region also faces challenges, including:

- **Resource dependency**: Some countries rely heavily on oil and are vulnerable to changes in oil prices.
- **Political instability**: The Middle East has experienced many conflicts, often linked to control over oil reserves.

| 8. How has the United Arab Emirates developed? | Red | Amber | Green |
| --- | --- | --- | --- |

The **United Arab Emirates (UAE)**, particularly cities like **Dubai** and **Abu Dhabi**, have transformed their economies over the past 50 years. Originally, their wealth came from oil, but now they have diversified into:

- **Tourism**: Dubai has become a global tourist destination.
- **Finance**: Abu Dhabi is a centre for banking and business.
- **Real estate**: Both cities have invested in luxury hotels, shopping centres, and skyscrapers.



This shift away from oil shows how the UAE is adapting to the global economy.

| 9. Why is there ongoing conflict in the Middle East? | Red | Amber | Green |
| --- | --- | --- | --- |

The Middle East has experienced ongoing conflict for many reasons, including:

- **Resources**: Control over oil is a major source of tension.
- **Historical divisions**: Religious and ethnic differences have contributed to long-standing conflicts.
- **Geopolitical interests**: Countries like the US and Russia have become involved in the region due to its strategic importance.

The conflict over **oil** is particularly significant, as it has caused wars and political unrest in many parts of the region.

**HOME LEARNING TASKS**

| Task Description | Done? |
| --- | --- |
| 1. Learn key word terminology. | |
| 2. Visit Explore the economy - BBC Bitesize and take quiz. | |
| 3. Tourism destination poster. | |
| 4. Visit The impact of tourism on people and places guide for KS3 geography students - BBC Bitesize | |
| 5. Globalisation of the fashion industry. | |
| 6. Read and recap over Knowledge organiser. | |

# Subject Art Year 8 Term 1 & 2 – 'Printmaking'

**Term Focus –** *Through a series of activities, students investigate how one image can be reproduced many times through the process of printmaking. They will use knowledge of Formal Elements **TEXTURE, LINE, MARK MAKING and PATTERN** to plan and develop images for printmaking.*

**Prior Learning Links**
In year 7 students focused on basic Art skills Tone, colour and 3D. Continuing to repeat the processes of recording, developing, refining, evaluating and realising intentions they will they will now build on this foundation and learn about the specialist technique 'Printmaking'.

**Future Learning Links**
Through a series of activities, students design and produce images and artefacts inspired by other cultures. They investigate how other cultures communicate message and meaning in artefacts. They use knowledge of Formal Elements **COLOUR, LINE, COMPOSITION, FORM, SHAPE, TEXTURE and** PATTERN to develop artwork inspired by other cultures.

| KEY VOCABULARY | |
| --- | --- |
| **KEY WORDS** | **KEY SUBJECT TERMINOLOGY** |
| **I will learn the meaning of...** *Relief/Repeat/Reduction/Pattern/Line/Positive and Negative space within the context of* ***'Printmaking'.*** | Record Develop Refine Outcome Evaluate |

## 1. How do artists use printmaking?

| Red | Amber | Green |
| --- | --- | --- |

***Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms:***

**I will learn to record...**
- increasing my knowledge and understanding of how artists use printmaking techniques to create meaningful work

***Evaluate and analyse creative work using the language of art, craft and design:***

**I will learn how to evaluate...**
- artists using analytical writing skills and forming opinions

Remember to SHAPE!

Describe the artist work using keywords

Compare similarities and differences in artists work

Give your personal opinion about the artist's work

| 2. Why is drawing important in an Art project? | Red | Amber | Green |
| --- | --- | --- | --- |

*Become proficient in drawing, painting sculpture and other art, craft and design techniques:*

**I will learn to record...**
- images and information appropriate for printmaking
- using drawing and printmaking techniques
- increasing my knowledge and understanding of how artists use printmaking techniques to create meaningful work
- ideas for a print



| 3. How can we record ideas suitable for printmaking? | Red | Amber | Green |
| --- | --- | --- | --- |

*Produce creative work exploring their ideas and recording their experiences:*

**I will learn how to develop...**
- my knowledge and understanding of printmaking
- compositions suitable for printmaking
- ideas in response to a given theme, linking to artists to my own work.
- my higher order thinking skills
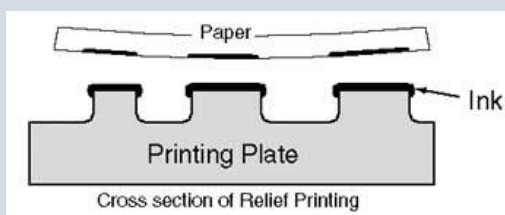


| 4. What is relief printmaking? | Red | Amber | Green |
| --- | --- | --- | --- |

*Become proficient in drawing, painting sculpture and other art, craft and design techniques:*

**I will learn how to develop...**
- my knowledge and understanding of printmaking



Cross section of Relief Printing



| 5. What is the reduction printing process used for? | Red | Amber | Green |
| --- | --- | --- | --- |

*Become proficient in drawing, painting sculpture and other art, craft and design techniques:*

*Become proficient in drawing, painting sculpture and other art, craft and design techniques:*

**I will learn how to develop...**
- my knowledge and understanding of printmaking



**REDUCTION LINO PRINTS**

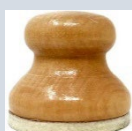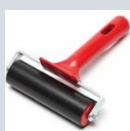| 6. Can you list the materials and equipment needed to make a polystyrene relief print? | Red | Amber | Green |
|---|---|---|---|

*Become proficient in drawing, painting sculpture and other art, craft and design techniques:*

**I will learn how to develop...**
- my knowledge and understanding of printmaking



| 7. What does it mean to realise intentions? | Red | Amber | Green |
|---|---|---|---|

*Produce creative work exploring their ideas and recording their experiences:*

**I will learn how to refine...**
- using images and information to create ideas for printmaking
- by experimenting with printmaking techniques e.g. Relief, Mono and Collagraph.
- by selecting ideas to adapt and improve into a final idea

**I will learn how to produce a finished outcome...**
- using printmaking techniques

| 8. Why is it important to evaluate? | Red | Amber | Green |
|---|---|---|---|

*Evaluate and analyse creative work using the language of art, craft and design:*

**I will learn how to...**
- by reflecting on the development of my own work
- making connections between my own and artists' work
- suggesting ways I could I improve

How does my work link to the artist?

What has gone well and how have I challenged myself?

What could I do even better and challenge myself more?

What does someone else think about my work?

What new words have I learned?

How have I used the Formal Elements?

***LINE / SHAPE / TONE / FORM / TEXTURE /***

***COLOUR / SCALE / PATTERN /***

| Task Description | Done? |
|---|---|

## *Homework Booklet 4 'Marilyn Monroe' by Andy Warhol*

*(artist links to project
through use of mark making)*

*Duration-* *30 minutes minimum
on each of the 7 tasks (approx. 30
minutes per two-week cycle)*

How do artists use printmaking?

**Below are two famous prints study the pictures and complete the following tasks:**

- What is happening in The Great Wave? *E.g. describe the colours, what do the lines do? How does it make you feel?)*
- What is happening in Vesivius? *E.g. describe the colours, what do the lines do? How does it make you feel?)*
- List 3 similarites between the two pictures
- List 3 differences between the two pictures
- Which one is your favourite and why?
- Choose one to recreate in pencil or paint

*The work of art shows several boats trying to sail on a sea of giant waves. The biggest wave threatens to crush the rowers. In this wave a monster with claws can be seen and it represents the power of nature but also the power of the rowers. Possibly this wave should represent a tsunami, but given its shape it is not. The area around Kanagawa (on the bay of Tokyo) was destroyed by such a tsunami in the 15th century.*

*In the background is Mount Fuji, which appears in all 36 works of art. The mountain may also be depicted in the wave in the foreground.*

The Great Wave of Kanagawa by Katsushika Hokusai

Mount Vesuvius by Andy Warhol

**Created in 1985** Vesuvius is one of only a handful of works from this small eponymous series by Andy Warhol. Enshrining the menacing energy of the iconic Neapolitan volcano, this painting purports the looming threat of annihilation in bold Pop art colour.

<u>Why is drawing important in an Art project?</u>

Imagine you are preparing to create a print of this animal skull and complete the following:

- Draw the skull in pencil line taking care to observe the shapes e.g. the teeth, bumps and eye socket
- Half close your eyes and look for the lightest tone then outline in pencil line
- Half close your eyes again and look for the darkest tones then outline in pencil
- Shade in the light tone sections with a pencil
- Shade in the dark tone sections with a black writing pen

## How can we record ideas suitable for printmaking?

You have a family member who is a bird lover and you have decided to create a black and white print for them as a present and you need to prepare an image. Complete the following tasks:

- Choose a bird
- Sketch the shape
- Decide which parts you want to come out black e.g. the eyes and which parts you want to be left white (the white is the paper)
- Shade all the parts you want black

(if you were to develop this as a relief polystyrene print, you would need to push in all the parts you have not shaded in)



## What is relief printmaking?

Imagine you are preparing to create a relief print of a butterfly but you needed to understand the relief part first, then complete these tasks:

- Look closely at the butterfly image opposite, this is a picture of a **relief** lino cut- the unwanted parts have all been cut away and all that is left visible are the parts we see covered in black ink ready to make a print. These parts are slightly raised and referred to as in **RELIEF**. Copy and label the diagram below…



Cross section of Relief Printing
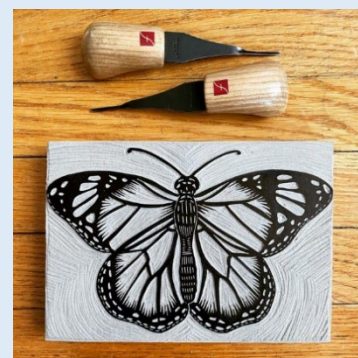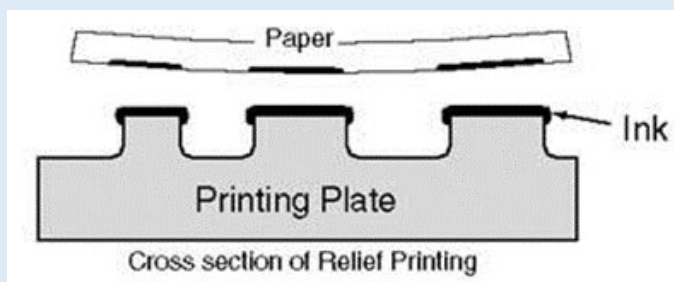
- To understand relief printing it is important to recognise the difference between **positive space** and **negative space**. Copy the butterfly picture below taking notice of the positive and negative parts…

The white parts are
THE NEGATIVE SPACES

The black parts are THE
POSITIVE SPACES
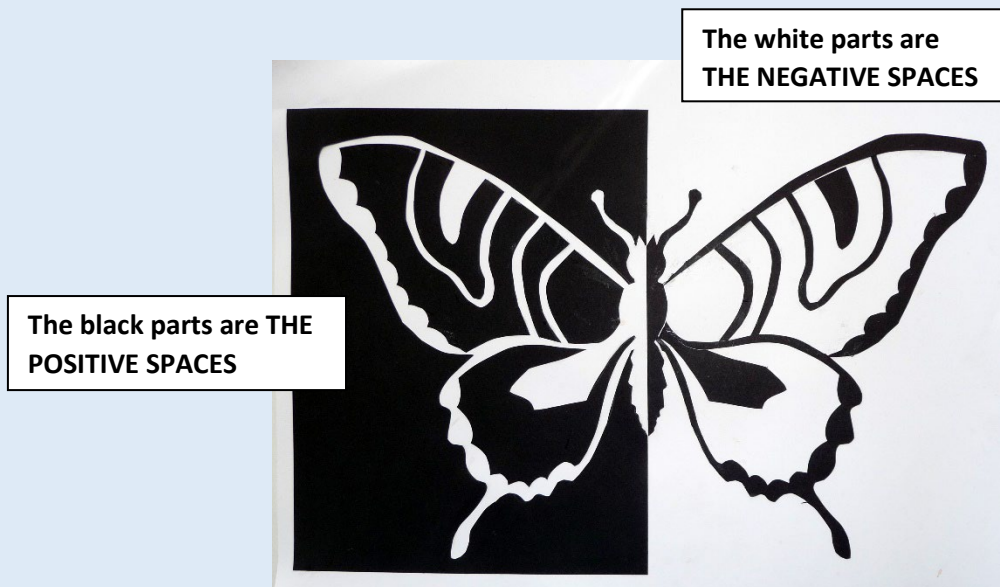
- Use what you have learned about positive and negative space to draw the butterfly below…

- As an extension you could also experiment with other images cutting out positive and negative shapes with black and white paper.

What is the reduction printing process used for?

It's a friend's birthday and you have decided to create 3 colour reduction print for a card, complete the following tasks to prepare for the print:

- Choose a cupcake
- Draw the same cupcake 3 times and number them
- Choose 3 colours light, medium and dark
- Colour each the cake in different combinations of the 3 colours.
- Choose the one you like best for your print
- As an extension you could attend Art club and make your card using the reduction print technique.

Can you list the materials and equipment needed to make a polystyrene relief print?

Create a list of step by step instructions showing someone how to create a polystyrene print from start to finish use the pictures in this KO to help you illustrate.

What does it mean to realise intentions?

In the spirit of Halloween plan an image for a black and white relief print as follows:

- Use the images below or find your own Halloween pictures
- Draw 3 boxes and sketch out rough ideas in each box thinking about positive and negative space
- Choose the one you like best and draw it in best making the positive and negative spaces clear



Why is it important to evaluate?

Evaluate your best Halloween design

What has gone well and how have I challenged myself?

What could I do even better and challenge myself more?

What does someone else think about my work?

## Big Questions

**1 What is Buddhism?**

**2 How do you become a good person?**

## What are the 5 precepts?

1. No killing (including animals)
2. No stealing
3. No lying
4. No sexual misconduct
5. No taking of intoxicants (drugs or alcohol)

## What is Samsara?

The samsara is the cycle of life. All beings live on the samsara . The goal within Buddhism is to reach enlightenment and escape the samsara.

## What is karma?

Karma is a central teaching in Buddhism. Karma means action. Every action has a consequence, good or bad. If you do something good, something good will happen to you. If you do something bad, then something bad will happen to you. Your karma will affect you in your next life. If you are good you will go to a good realm, if you are bad you will go to a bad realm.
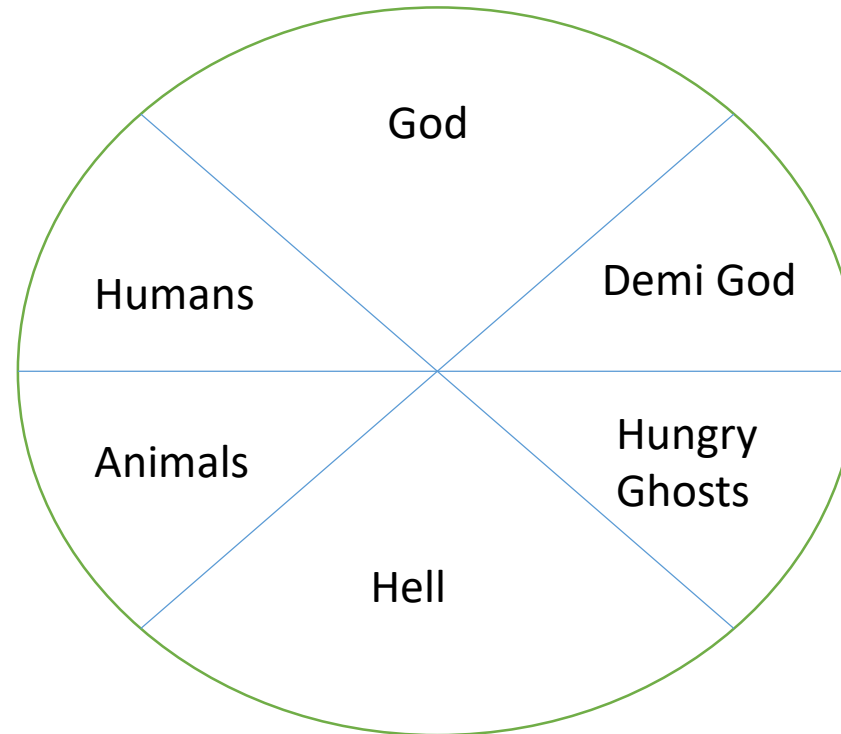
## What is reincarnation?

Reincarnation is the idea that your atman (soul) comes back as another animal or person after you die. You can reincarnate as many times as it takes your atman to reach enlightenment.

God

Demi God

Humans

Hungry Ghosts

Animals

Hell

## Key words:

**Enlightenment** – to be awoken or become aware of reality.
**Sangha** – the Buddhist community
**Dharma** – nature of reality, the Buddha's teachings.
**Meditation** - Meditation is a practice where an individual uses a technique – such as mindfulness, or focusing the mind on a particular object, thought, or activity – to train attention and awareness, and achieve a mentally clear and emotionally calm and stable state.
**Karma** – word that means action – ever action has a consequence.
**Reincarnation** – the idea you are reborn into a new body when you die.
**Precept** – a rule.
**Samsara** – the life cycle within dharmic religions.

## Quick facts!

Holy book – various – Vedas Dhammapada.
Age of religion- 2500 years old
Place of worship – Vihara
Name of followers – Buddhist
Number in the UK – 238,626

## Music Year 8 Terms 1&2
## Ukulele Skills

**Term Focus**
You will learn how to:
- identify and play the individual strings on the ukulele
- read simple ukulele tablature
- play simple chords on the ukulele
- perform on the ukulele as part of a musical ensemble

**Prior Learning Links**
- Listen and recall sounds
- Year 7 keyboard skills (terms 3&4) – students have been able to play four chords on the piano (C, G, Am and F)
- Year 7 singing skills (terms 1&2) – students have been able to sing as part of an ensemble

**Future Learning Links**
- Year 8 terms 5&6 – students will explore popular music and song-writing skills
- Year 8 terms 3&4 – students will be able to use the ukulele to play the chords of C, F and G in a 12-bar blues performance

| KEY VOCABULARY | |
|---|---|
| **KEY WORDS** | **KEY SUBJECT TERMINOLOGY** |
| **Strings**: the thin, (usually nylon on a ukulele) stretched wires that run over the fretboard | **Instrument family:** there are four main instrument families – string, brass, percussion and woodwind |
| **Fret/Fretboard:** metal strips that are embedded across the fretboard at intervals to create note positions when the strings are pressed | **Ukulele tablature:** a form of musical notation that shows you where to play the notes on the fretboard |
| **Pluck:** using fingers to pull and release the string to vibrate it and create a sound | **Musical arrangement:** altering or adapting an existing piece of music through changing musical elements, structure or the instruments used |
| **Strum:** sweeping your fingers across multiple strings on the ukulele to produce a chord | **Strumming pattern:** a pattern of strumming down (towards the floor) or up (towards your nose) |
| **Plectrum (pick):** a small, flat tool used to pluck individual notes or sweep across multiple strings to create chords | **Major chord:** major chords sound happy |
| **Neck**: the piece of wood that holds the fretboard | **Minor chord:** minor chords sound sad |
| **Tuning pegs:** these turn in different directions to tighten or loosen the strings in order to tune them to the correct pitch | **Musical structure:** the order the different sections of a song or piece of music are played in (e.g. verse/chorus/intro) |
| **Sound hole:** a large hole in the centre of the ukulele body to amplify the sound | **Musical ensemble:** a group of people who perform instrumental or vocal music together |
| **Chord:** two or more notes/strings played at the same time to create a pleasant sound | **Musical conductor:** keeps a musical ensemble in time and leads the performance, giving it shape |
| **Melody:** a sequence of individual notes that create a tune | **Soprano ukulele:** this is the smallest ukulele size |

| 1. What are some basic facts about the ukulele? | Red | Amber | Green |
|---|---|---|---|

**Parts of a ukulele**
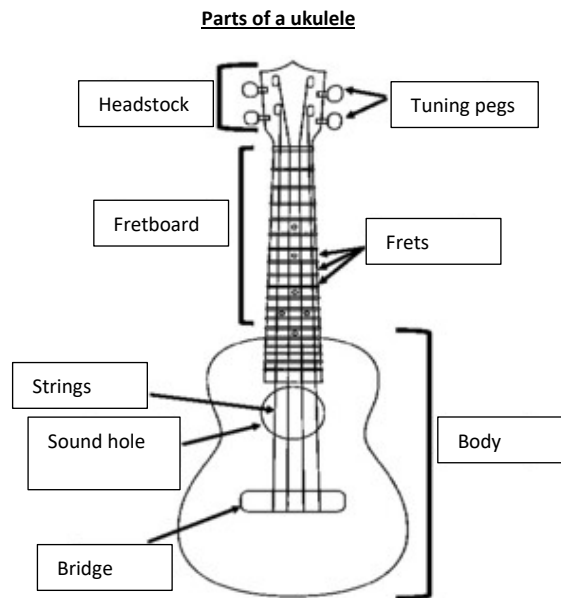


The ukulele has Portuguese origins but was developed and made popular in Hawaii in the 19th Century. They are made of wood and have a figure-eight shape. Ukuleles commonly have four strings. The soprano ukulele is tuned to the notes G, C, E and A (standard tuning).

| 2. What is a chord and how do you play one on a ukulele? | Red | Amber | Green |
|---|---|---|---|

A chord is where you play two or more strings/notes at the same time on the ukulele. This usually involves strumming all four strings. The chords that you will learn on the ukulele are:
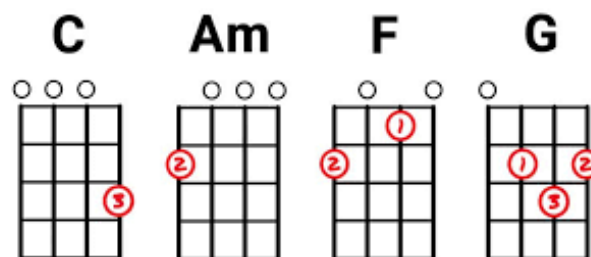


The neck of the ukulele is usually held in the left hand, and the finger numbers above relate to the numbers on the chord chart to tell you which finger to use to play each chord

| 3. What is a musical ensemble? | Red | Amber | Green |
|---|---|---|---|

A musical ensemble is a group of people who perform instruments/sing together. The size of an ensemble can vary, but it must consist of at least two performers. A famous ukulele ensemble is The Ukulele Orchestra of Great Britain. Watch them perform by following this link:



| 4. Can you read simple ukulele tablature? | Red | Amber | Green |
|---|---|---|---|

### Frets & Strings

Each of the horizontal lines represents a string on the ukulele. However, they are upside down from what you might expect. The top line of the tab is the A string (the one that's closest to the floor when you're playing); the line below that is the E string; the line below that is the C string and the bottom line of the tab is G string.
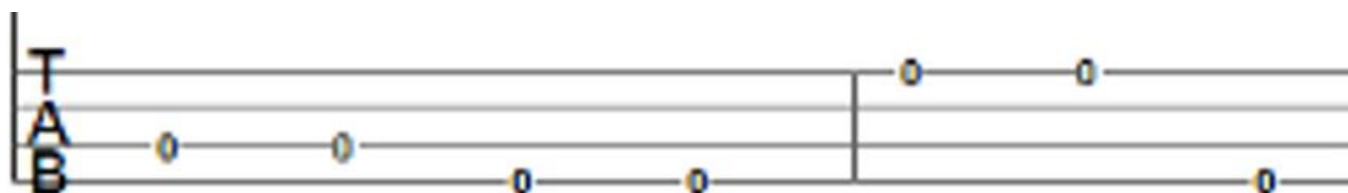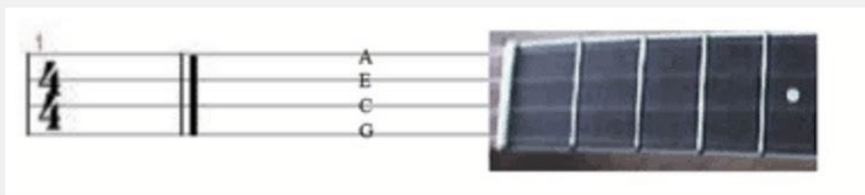




This is Ukulele TAB. The lines tell us which string to pluck, and the numbers tell us which fret to press. As these numbers all say 0, you just play the open strings with no fingers pressed on the fretboard.

| 5.  What is a ukulele chord chart? | Red | Amber | Green |

This is a ukulele chord chart. It tells us how to place our fingers on the strings to play a chord correctly. The four strings are show in the chart – G, C, E and A (from left to right). The dot shows you which fret to place your finger/s on and on which string.
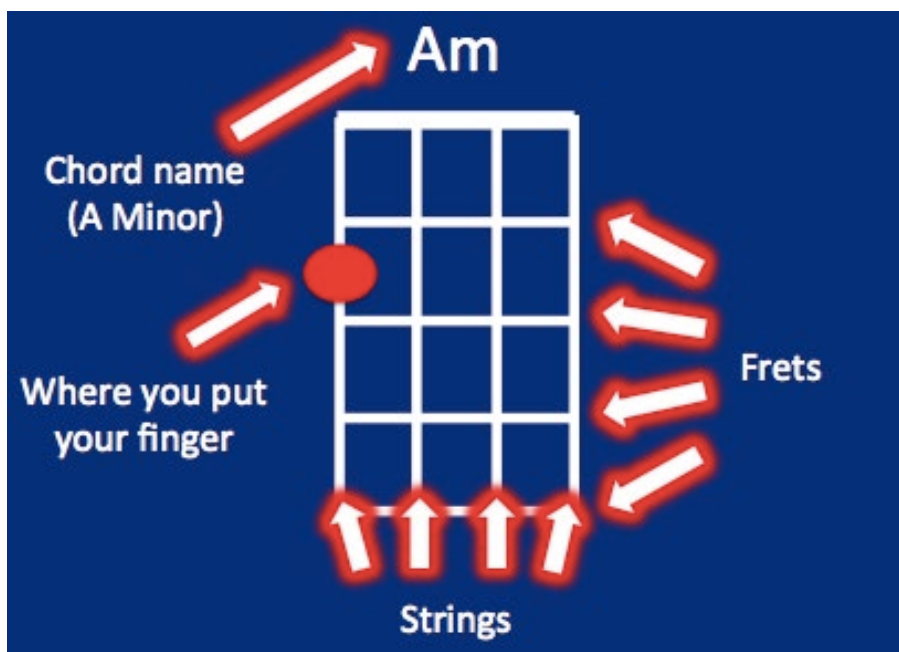


| 6.  What is a ukulele strumming pattern? | Red | Amber | Green |

A strumming pattern tells you whether to play a chord with a downward strum (towards the floor) or an upward strum (towards the ceiling). A downward strum is indicated with a ⬇ or D and an upward strum is indicated with a ⬆ or U.
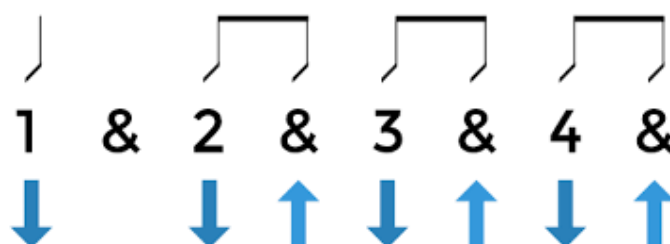


Practise playing the strumming patterns on this video:

## FURTHER LEARNING TASKS (OPTIONAL)

| Task Description | Done? |
|---|---|
| Create a poster about the different parts of the ukulele | |
| Research some other ukulele chords and draw their chord charts | |
| Record yourself playing a piece of music on the ukulele | |

## Drama Year 7 Term 2
## An Introduction to Drama – Drama Techniques

### Term Focus
You will learn how to:
- Develop your understanding of Drama techniques

- Create and perform your own performances whilst collaborating with others developing your teamwork, communication and problem-solving skills.

- Evaluate your own work in addition to the work of your peers.

### Prior Learning Links
- Consolidates previously learned information and skills which underpin the curriculum. The level of experience in this subject will differ. This unit will allow all pupils to further develop a foundation knowledge of skills and techniques.

### Future Learning Links
- Performance skills will continue to develop across KS3 and KS4. They are the foundation skills required for any performance.
- Pupils' command of vocabulary is the key to their learning and progress across the whole curriculum.
- Promotes confidence and resilience across the wider school.

### KEY VOCABULARY

**Drama Techniques are used to present an idea, highlight key concepts or to add interest to the performance.**

| | |
|---|---|
| **Still Image** | **a frozen picture capturing a moment of a scene** |
| **Thought Track** | **A <u>thought track</u> is when a character steps out of a scene to address the audience about how they're <u>feeling</u>.** |
| **Mime** | **<u>Acting without speech.</u>** |
| **Physical Theatre** | **Actors use their <u>bodies to create objects</u>.** |
| **Organic Sound** | **The <u>noises</u> we can hear in a performance which are created by the actors themselves.** |
| **Choral Speaking** | **Speech spoken by more than one actor, incorporates both synchronised speech and actions.** |
| **Narration** | **A spoken commentary for the audience about the action onstage.** |

| 1. What transferrable skills will you develop in Drama? | Red | Amber | Green |
|---|---|---|---|

Drama is a subject that allows you to develop key skills that you can use in all areas of your life. These skills are what employers look for when you are applying for a job. You may not be someone who would like to be an Actor but all the skills you will develop in your lessons are important life skills for the future.

| Teamwork | Each lesson you will work in groups to complete a performance task. You will need to work with your peers. You will need to contribute ideas as well as listen to others to create a performance to perform to the class. |
|---|---|
| Creativity | You will be required to think of imaginative ideas to create a performance which is exciting for the audience. |
| Problem Solving | When given a challenging task, you will need to work with your peers to overcome any issues you face. You will also need to navigate working with a range of different people with a variety of skillsets. You will need to problem solve in order to get the task completed. |

| Leadership | Leadership skills will be developed when devising your own performances. Being able to take lots of ideas and find a way to move forwards with the task will encourage you to take charge. |
|---|---|
| Confidence | Confidence will be developed in a variety of ways. You will be expected to contribute ideas in class discussions, group work and when evaluating each others work. You will be expected to perform to your peers every lesson in addition to working with a variety of different people. Confidence is a key skills which will be developed. |
| Resilience | You will be challenged outside of your comfort zone but being able to continue to push yourself every lesson will result in your resilience developing. Performing to an audience, working with others and speaking |
| Communication | You will be expected to be able to communicate politely with one another in group work and class discussions. |

| 2. What are drama techniques? | Red | Amber | Green |
|---|---|---|---|

Abstract Theatre refers to a style of Drama which entails a narrative or idea being presented in a different/alternative way to an audience. Drama techniques are used within **Abstract Theatre** to either present an idea, highlight key concepts or to add interest to the performance.
Drama techniques would NOT be used in a **naturalistic performance.**

**This term we will be learning about the different drama techniques which can be incorporated into a performance.**

| 3. What is a still image? | Red | Amber | Green |
|---|---|---|---|

A **still image** is a frozen picture capturing a moment of a scene.

The frozen picture communicates meaning about what is going on during that one particular moment. It gives the audience an opportunity to really focus on this one moment in time.
It's sometimes called a **freeze frame**. It can provide further **insight** into what is happening in a scene with a clear focus upon use of space, levels, body language and facial expression.
A still image is an effective way of showing time within a performance, as they can be used to demonstrate the key moments without having to act out the entirety of a scene making it more engaging for the audience.

| 4. What is a thought track? | Red | Amber | Green |
|---|---|---|---|

A **thought track** is when a character steps out of a scene to address the audience about how they're **feeling**. Sharing thoughts in this way provides deeper insight into the character for an audience.

It's an effective way of showing greater depth about one's character to the audience. Stopping the action and sharing thoughts enables the actor/audience to fully understand how the character thinks or feels at any given moment.

The character must **speak directly to the audience** and not the other characters in the scene.

| 5. What is mime? | Red | Amber | Green |
|---|---|---|---|

Mime refers to **acting without speech**. Silent film star, Charlie Chaplin was one of the most famous performers to use mime in cinema.

Mime requires an actor to use physical performance skills to clearly demonstrate an idea without the presence of dialogue.

It is essential we consider the smaller details when performing a mime, to make our performance as realistic as possible.

| 6. What is Physical Theatre? | Red | Amber | Green |
|---|---|---|---|

Physical Theatre is a drama technique whereby actors use their **bodies to create objects**. Physical theatre is a great way of incorporating objects into a performance without the need to use props or scenery. It saves time, money and allows the objects to become more interesting.

The technique is used in **abstract theatre** allowing objects to be presented in an interesting and engaging way to the audience.

| 7. What is choral speaking? | Red | Amber | Green |
|---|---|---|---|

Choral speaking is a **speech spoken by more than one person**. Choral speaking incorporates both synchronised speech and actions.

Choral speaking can be used to create dramatic effect

| 8. What is narration? | Red | Amber | Green |
|---|---|---|---|

Narration is where there is a **spoken commentary** for the audience about the action onstage. A narrator is like a storyteller informing the audience about the plot.
Narration is useful in making a story more understandable for the audience. It also makes the drama **stylised**. This means that it becomes non-naturalistic because the audience are aware throughout that a story is being told and the **fourth wall** is broken. This is therefore used in abstract theatre. Narration can also save time when information is given to the audience, rather than showing everything in scenes.

A narrator is not part of the plot themselves.

| HOME LEARNING TASKS | |
|---|---|
| **Task Description** | Done? |
| Recapping Vocal Skills | |
| Recapping Performance Skills | |
| Melodrama recap | |
| Creating a plot | |

**Understanding of Vocal Skills: Complete the table below**

| P | |
|---|---|
| **P**ace | How **fast** or **slow** you speak. |
| P | |
| P | |
| T | |
| E | |
| A | |
| V | |

**Understanding of Performance Skills: Complete the table below**

| | |
|---|---|
| | P |
| | P |
| | P |
| | B |
| | E |
| | D |
| | S |
| | L |
| How **loud** or **quiet** you speak. | **V**olume |
| | G |
| | F |

**Recapping Melodrama.**

| | |
|---|---|
| What style of acting was used in melodrama? | |
| List 4 types of stock characters or archetypes used in melodrama | |
| Give an example of a typical plot (story line) of a melodrama | |
| How did a melodrama always end? | |

**A Melodramatic plot:**

- A poor husband and wife are looking after their baby, they are happy as they have saved enough money to move out of the room they share with their family, into a house of their own.
- The villain is watching through the window. The elderly father-in-law has been given the money to keep safe.
- As the couple put their baby down for a sleep, the villain sneaks in and steals their money from the father-in-law.
- The villain threatens that he will also steal the baby from the couple.
- The wife faints from stress.
- The husband steps in between the villain and the baby. The elderly father-in-law sneaks up behind the villain and hits him over the head with a pan.

**Create your own Melodramatic plot:**

| |
|---|
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

# Spanish Year 8 Term 1 – Technology

**Term Focus** – This term introduces you to free time activities linked to technology. You will cover the following:
- Technology activities
- How and when you used technology
- Giving opinions on films and TV programmes

| Prior Learning Links | Future Learning Links |
|---|---|
| • Using opinions<br>• Justifying opinions<br>• Using the past tense<br>• Using time expressions<br>• Using comparatives | • Using the past tense with regular verbs<br>• Talking about technology (GCSE curriculum)<br>• Giving and justifying opinions |

---

| 1.   How do you use technology? Pt. 1 | Red | Amber | Green |
|---|---|---|---|

### ¿Cómo usas tecnología? *(How do you use technology?)*

| **Cuando tengo tiempo** *(When I have the time)*<br><br>**En mi tiempo libre** *(During my free time)* | **navego por Internet** *(I surf the web)*<br><br>**chateo con mis amigos** *(I chat with my friends)*<br><br>**juego a los videojuegos** *(I play videogames)*<br><br>**mando SMS** *(I send texts)*<br><br>**leo mis SMS** *(I read my texts)* | **saco fotos** *(I take photos)*<br><br>**descargo aplicaciones** *(I download apps)*<br><br>**escucho música** *(I listen to music)*<br><br>**comparto vídeos** *(I share videos)*<br><br>**veo películas** *(I watch films)* | **en mi móvil** *(on my phone)*<br><br>**en mi ordenador** *(on my computer)* |

---

| 2.   How do you use technology? Pt. 2 | Red | Amber | Green |
|---|---|---|---|

### ¿Cómo usas tecnología? *(How do you use technology?)*

| **Cuando tengo tiempo** *(When I have the time)*<br><br>**En mi tiempo libre** *(During my free time)* | **navego por Internet** *(I surf the web)*<br><br>**chateo con mis amigos** *(I chat with my friends)*<br><br>**juego a los videojuegos** *(I play videogames)*<br><br>**mando SMS** *(I send texts)*<br><br>**leo mis SMS** *(I read my texts)* | **saco fotos** *(I take photos)*<br><br>**descargo aplicaciones** *(I download apps)*<br><br>**escucho música** *(I listen to music)*<br><br>**comparto vídeos** *(I share videos)*<br><br>**veo películas** *(I watch films)* | **en casa** *(at my house)*<br><br>**en la casa de mi amigo** *(at my friend's house)*<br><br>**en autobús** *(on the bus)*<br><br>**en Netflix** *(on Netflix)* |

| 3. How do you use negatives? | Red | Amber | Green |
|---|---|---|---|

**In Spanish, we use negatives to say what we <u>don't</u> or <u>never</u> do.**

Don't = No

Never = Nunca

**These words always come before the <span style="color:red">verb</span> in Spanish. E.g. <u>No</u> <span style="color:red">mando</span> SMS → I don't <span style="color:red">send</span> texts**

| 4. What did you do yesterday evening? | Red | Amber | Green |
|---|---|---|---|

**¿Qué hiciste anoche?** *(What did you do last night?)*

| **Anoche** *(Last night)* <br><br> **Ayer** *(Yesterday)* | **navegué por Internet** *(I surfed the web)* <br><br> **chateé con mis amigos** *(I chatted with my friends)* <br><br> **jugué a los videojuegos** *(I played videogames)* <br><br> **mandé SMS** *(I sent texts)* <br><br> **leí mis SMS** *(I read my texts)* | **y luego** *(and then)* <br><br> **y después** *(and after)* | **saqué fotos** *(I took photos)* <br><br> **descargué aplicaciones** *(I downloaded apps)* <br><br> **escuché música** *(I listened to music)* <br><br> **compartí vídeos** *(I shared videos)* <br><br> **vi películas** *(I watched films)* |
|---|---|---|---|

| 5. What TV programmes do you like? | Red | Amber | Green |
|---|---|---|---|

**¿Qué tipo de programas te gustan?** *(What TV programmes do you like?)*

| **Me encantan** *(I love)* <br><br> **Me gustan** *(I like)* <br><br> **Me gustan mucho** *(I really like)* <br><br> **No me gustan** *(I don't)* <br><br> **Odio** *(I hate)* | **los concursos** *(game shows)* <br><br> **los programas de deportes** *(sports shows)* <br><br><br> **las comedias** *(comedies)* <br><br> **las telenovelas** *(soap operas)* | **los dibujos animados** *(cartoons)* <br><br> **los documentales** *(documentaries)* <br><br><br> **las noticias / <span style="color:red">el telediario</span>** *(the news)* <br><br> **las series policiacas** *(detective series)* | **porque son** *(because they are)* <br><br> <span style="color:red">**porque es** *(because it is)*</span> | **divertidos** *(funny)* <br><br> **emocionantes** *(exciting)* <br><br> **informativos** *(informative)* <br><br> **interesantes** *(interesting)* <br><br> **aburridos** *(boring)* <br><br> **tontos** *(silly)* |
|---|---|---|---|---|

| 6. What is a comparative? | Red | Amber | Green |
|---|---|---|---|

Comparative adjectives are a form adjectives take when comparing two (and only two) things, such as "she is **older** than him" or "he is **more serious** than them."

## 7. What TV programmes do you prefer?

### ¿Qué tipo de programas prefieres? *(What type of TV programmes do you prefer?)*

| Prefiero *(I prefer)* | los concursos *(game shows)* los programas de deportes *(sports shows)* los dibujos animados *(cartoons)* los documentales *(documentaries)* | porque son más *(because they are more)* porque son menos *(because they are less)* | divertidos *(funny)* emocionantes *(exciting)* informativos *(informative)* interesantes *(interesting)* aburridos *(boring)* tontos *(silly)* | que *(than)* | las comedias *(comedies)* las telenovelas *(soap operas)* las noticias / el telediario *(the news)* las series policiacas *(detective series)* |
|---|---|---|---|---|---|

## 8. What type of films do you like?

### ¿Qué tipo de películas te gustan? *(What types of films do you prefer?)*

| Cuando voy al cine, *(When I go to the cinema,)* | me encanta *(I love)* me gusta *(I like)* me gusta mucho *(I really like)* no me gusta *(I don't)* odio *(I hate)* | ver *(to watch)* | películas románticas *(romance films)* películas de terror *(horror films)* películas de ciencia-ficción *(sci-fi films)* películas de acción *(action films)* películas del Oeste *(western films)* | porque son *(because they are)* | divertidas *(funny)* emocionantes *(exciting)* informativas *(informative)* interesantes *(interesting)* aburridas *(boring)* tontas *(silly)* |
|---|---|---|---|---|---|

## 9. What is a superlative?

A superlative adjective is an adjective used in comparisons to describe something as being of the highest degree or extreme. The words **biggest** and **fastest** are examples of superlative adjectives.

## 10. Which film is the best?

### ¿Qué tipo de películas es el mejor? *(What types of film programmes do you prefer?)*

| Pienso que *(I think that)* Diría que *(I would say that)* En mi opinión *(In my opinion)* | las películas románticas *(romance films)* las películas de terror *(horror films)* las películas de ciencia-ficción *(sci-fi films)* las películas de acción *(action films)* las películas del Oeste *(western films)* | son las más *(are the most)* son las menos *(are the least)* | divertidas *(funny)* emocionantes *(exciting)* informativas *(informative)* | interesantes *(interesting)* aburridas *(boring)* tontas *(silly)* |
|---|---|---|---|---|
| | | son las mejores *(are the best)* son las peores *(are the worst)* | | |

| 11. What is a conjunction? | Red | Amber | Green |
|---|---|---|---|
| **Definition: A word used to link two clauses or sentences.**<br><br>Key conjunctions: y (and), también (also), sin embargo (however) | | | |

| 12. What is an intensifier? | Red | Amber | Green |
|---|---|---|---|
| **Definition: An intensifier is used <u>before</u> an adjective to add detail.**<br><br>Key intensifiers: muy (very), bastante (quite), un poco (a little), demasiado (too) | | | |

### HOME LEARNING TASKS

| Task Description | Done? |
|---|---|
| Can you write a short paragraph about how you use technology? | |
| Can you write a short paragraph in the past tense to say what you did last night? | |
| Can you use the sentence builders above to write sentences answering the questions? Can you improve these by adding conjunctions and intensifiers? | |
| Practise the vocabulary in your knowledge organiser by using the look, cover, write, check method. | |
| Go to www.sentencebuilders.com and practise this terms vocabulary. | |

# French Year 8 Term 1 – Technology

Term Focus – This term introduces you to free time activities linked to technology. You will cover the following:
- Technology activities
- How and when you used technology
- Giving opinions on films and TV programmes

| Prior Learning Links | Future Learning Links |
|---|---|
| • Using opinions <br> • Justifying opinions <br> • Using the past tense <br> • Using time expressions <br> • Using comparatives | • Using the past tense with regular verbs <br> • Talking about technology (GCSE curriculum) <br> • Giving and justifying opinions |

| 1.   How do you use technology? Pt. 1 | Red | Amber | Green |
|---|---|---|---|

### Comment est-ce que tu utilises la technologie ? *(How do you use technology?)*

| | | | |
|---|---|---|---|
| **Quand j'ai le temps** *(When I have the time)* <br><br> **Pendant mon temps libre** *(During my free time)* | **je surfe en ligne** *(I surf the web)* <br><br> **je tchatte avec mes amis** *(I chat with my friends)* <br><br> **je joue aux jeux-vidéo** *(I play videogames)* <br><br> **je fais des achats en ligne** *(I go shopping online)* <br><br> **je regarde des films** *(I watch films)* | **je blogue** *(I blog)* <br><br> **je télécharge des chansons** *(I download songs)* <br><br> **j'écoute la musique** *(I listen to music)* <br><br> **je crée des playlists** *(I create playlists)* <br><br> **je regarde des séries** *(I watch series)* | **sur mon portable** *(on my phone)* <br><br> **sur mon ordinateur** *(on my computer)* |

| 2.   How do you use technology? Pt. 2 | Red | Amber | Green |
|---|---|---|---|

### Comment est-ce que tu utilises la technologie ? *(How do you use technology?)*

| | | | |
|---|---|---|---|
| **Quand j'ai le temps** *(When I have the time)* <br><br> **Pendant mon temps libre** *(During my free time)* | **je surfe en ligne** *(I surf the web)* <br><br> **je tchatte avec mes amis** *(I chat with my friends)* <br><br> **je joue aux jeux-vidéo** *(I play videogames)* <br><br> **je fais des achats en ligne** *(I go shopping online)* <br><br> **je regarde des films** *(I watch films)* | **je blogue** *(I blog)* <br><br> **je télécharge des chansons** *(I download songs)* <br><br> **j'écoute la musique** *(I listen to music)* <br><br> **je crée des playlists** *(I create playlists)* <br><br> **je regarde des séries** *(I watch series)* | **chez moi** *(at my house)* <br><br> **chez mes amis** *(at my friend's house)* <br><br> **dans le bus** *(on the bus)* <br><br> **à la demande** *(on demand)* |

| 3. How do you use negatives? | Red | Amber | Green |
|---|---|---|---|

**We use negatives to say what we don't do or never do. In French, there are always two parts to every negative structure.**

ne verb pas        je ne joue pas au foot → I don't play football

ne verb jamais     je ne joue jamais au foot → I never play football

ne verb rien       je ne joue rien → I don't play anything

| 4. What did you do yesterday evening? | Red | Amber | Green |
|---|---|---|---|

**Qu'est-ce que tu as fait hier soir ?** *(What did you do yesterday evening?)*

| Hier soir *(Yesterday evening)* | j'ai surfé en ligne *(I surfed the web)* | | j'ai téléchargé des chansons *(I downloaded songs)* |
|---|---|---|---|
| | j'ai tchatté avec mes amis *(I chatted with my friends)* | et puis *(and then)* | j'ai écouté la musique *(I listened to music)* |
| | j'ai joué aux jeux-vidéo *(I played videogames)* | et ensuite *(and next)* | j'ai créé des playlists *(I created playlists)* |
| | j'ai blogué *( blogged)* | et après *(and after)* | j'ai regardé des séries *(I watched series)* |
| | j'ai regardé des films *(I watched films)* | | j'ai fait des achats en ligne *(I went online shopping)* |

| 5. What TV programmes do you like? | Red | Amber | Green |
|---|---|---|---|

**Quelles émission aimes-tu ?** *(What TV programmes do you like?)*

| J'adore *(I love)* J'aime *(I like)* J'aime bien *(I really like)* Je n'aime pas *(I don't)* Je déteste *(I hate)* | Les jeux télévisés *(game shows)* Les feuilletons *(soap operas)* | Les dessin animés *(cartoons)* Les documentaires *(documentaries)* | car ils sont *(because they are)* | amusants *(funny)* divertissants *(entertaining)* |
|---|---|---|---|---|
| | Les comédies *(comedies)* Les infos *(the news)* | Les émissions de cuisine *(cooking shows)* Les émissions de télé-réalité *(reality shows)* | car elles sont *(because they are)* | intéressants *(interesting)* ennuyeux *(boring)* nuls *(rubbish)* |

| 6. What is a comparative? | Red | Amber | Green |
|---|---|---|---|

Comparative adjectives are a form adjectives take when comparing two (and only two) things, such as "she is **older** than him" or "he is **more serious** than them."

**Quelles émissions préfères-tu ?** *(What TV programmes do you prefer?)*

| | | | | | |
|---|---|---|---|---|---|
| **Je préfere** *(I prefer)* | **les jeux télévisés** *(game shows)* **les feuilletons** *(soap operas)* **les dessin animés** *(cartoons)* **les documentaires** *(documentaries)* | **car ils sont plus** *(because they are more)* **car ils sont moins** *(because they are less)* | **amusants** *(funny)* **divertissants** *(entertaining)* **intéressants** *(interesting)* **ennuyeux** *(boring)* **nuls** *(rubbish)* | **que** *(than)* | **les comédies** *(comedies)* **les infos** *(the news)* **les émissions de cuisine** *(cooking shows)* **les émissions de télé-réalité** *(reality shows)* |

**Quelles sortes de films aimes-tu ?** *(What types of film do you prefer?)*

| | | | | |
|---|---|---|---|---|
| **Quand je vais au cinéma,** *(When I go to the cinema,)* | **j'adore** *(I love)* **j'aime** *(I like)* **j'aime bien** *(I really like)* **je n'aime pas** *(I don't)* **je déteste** *(I hate)* | **regarder** *(to watch)* **voir** *(to see)* | **les films d'amour** *(romance films)* **les films d'horreur** *(horror films)* **les films de science-fiction** *(sci-fi films)* **les films d'action** *(action films)* **les films de super-héros** *(super hero films)* | **car ils sont** *(because they are)* |

(second column after) **amusants** *(funny)* **divertissants** *(entertaining)* **intéressants** *(interesting)* **effrayants** *(scary)* **ennuyeux** *(boring)* **nuls** *(rubbish)*

A superlative adjective is an adjective used in comparisons to describe something as being of the highest degree or extreme. The words **biggest** and **fastest** are examples of superlative adjectives.

**Quelles sortes de films aimes-tu ?** *(What types of film do you prefer?)*

| | | | | |
|---|---|---|---|---|
| **Je pense que** *(I think that)* **Je dirais que** *(I would say that)* **À mon avis** *(In my opinion)* | **les films d'amour** *(romance films)* **les films d'horreur** *(horror films)* **les films de science-fiction** *(sci-fi films)* **les films d'action** *(action films)* **les films de super-héros** *(super hero films)* | **sont les plus** *(are the most)* **sont les moins** *(are the least)* | **amusants** *(funny)* **divertissants** *(entertaining)* **intéressants** *(interesting)* | **effrayants** *(scary)* **ennuyeux** *(boring)* **nuls** *(rubbish)* |
| | | **sont les mieux** *(are the best)* **sont les pires** *(are the worst)* | | |

| 11. What is a conjunction? | Red | Amber | Green |
|---|---|---|---|

**Definition: A word used to link two clauses or sentences.**

Key conjunctions: Et (and), Aussi (also), Cependant (however)

| 12. What is an intensifier? | Red | Amber | Green |
|---|---|---|---|

**Definition: An intensifier is used <u>before</u> an adjective to add detail.**

Key intensifiers: très (very), vraiment (really), assez (quite), un peu (a little), trop (too)

| HOME LEARNING TASKS | |
|---|---|
| **Task Description** | **Done?** |
| Can you write a short paragraph about how you use technology? | |
| Can you write a short paragraph in the past tense to say what you did last night? | |
| Can you use the sentence builders above to write sentences answering the questions? Can you improve these by adding conjunctions and intensifiers? | |
| Practise the vocabulary in your knowledge organiser by using the look, cover, write, check method. | |
| Go to www.sentencebuilders.com and practise this terms vocabulary. | |

# Food and Nutrition Year 8
## Term 1&2
- **Health & Safety**
- **Choices we make**
- **Using the Eat Well Guide**

## Term Focus –

*What is food Safety?*
*Why is learning to cook well such an important skill?*
*How do we use our senses when choosing our food?*
*How do food groups help us to eat well?*

### Prior Learning Links
Students will learn a range of practical skills whilst embedding their knowledge and understanding of key hygiene and safety points.

Confidence will be boosted in the learning and developing of basic skills to progress through to more complex activities. Food science will be an important factor of the learning.

We will look at the senses and discover why they play an important role in food selection

Food groups from the Eatwell Guide will assist in the learning of healthy, balanced diets and understanding nutritional needs*.*

### Future Learning Links
The Eatwell guide is a pictorial demonstration of how to achieve a balanced diet using the food groups. Students should learn how these food groups can help towards a healthy balanced diet.

Choices made regarding diet and nutrition will ultimately determine the health and well being in later years.

## KEY VOCABULARY

| KEY WORDS and terminology | | KEY SUBJECT TERMINOLOGY |
|---|---|---|
| Sensory analysis | Macronutrients | Hygiene |
| Starch | Micronutrients | Safety |
| Sugars/ | Proteins | Bacteria |
| Hidden Sugar | Dairy | Binary Fission |
| Evaluate | Fats and oils | Cross contamination |
| Breakfast | Carbohydrates | Hazard |
| Fibre | Fruit | Bridge Hold |
| Hydration | Seasonality | Claw Grip |
| Energy balance (exercise). | | Safe food storage |

| 1. What is food safety and hygiene? | |

**Ensuring that we all understand the potential dangers associated with not following the simple rules for ensuring food safety and for hygiene.**



| 2. What are the consequences if we are not hygienic in our working practice? | |



Abdominal pain    Vomiting    Nausea

Diarrhoea    Fever

**Ensuring that we appreciate what can happen if the rules and hygienic practices are not followed properly.**

| 3. Who is the Eatwell Guide for and why should we follow it? | |

**Ensuring that we all understand how to use the Eatwell Guide.**
**How it is important to everyone to live now and in the future, whatever path your life may take.**



| 4. Why do we need nutrients and what is malnutrition? | |



**Malnutrition**
- Affects 1 in 3 people all over the world
- Comes in different shapes and sizes

Stunting — A person too short for his age
Wasting — A person too thin for his height
Obesity — A person who's overweight

Image source : Rappler.com
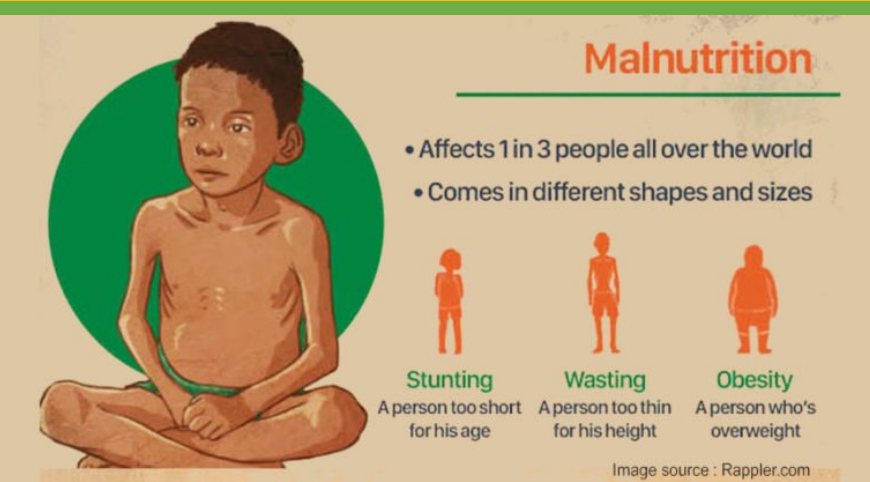
**Ensuring that we understand how the wrong balance of nutrition can lead to serious consequences for people all around the world.**

| 5. Why do we eat food? | |

**Ensuring that we understand that food is necessary and that our bodies are designed to use it. That it can be one of life's great pleasures, but should also be seen as part of a balance between exercise and food intake.**

| 6. How different are the nutritional needs of different age groups? | Red | Amber | Green |
|---|---|---|---|

**Ensuring that we understand that the balance between food intake and exercise can change over time and that there are different needs for different groups and ages of people.  This depends on their age, gender and exercise requirements.**

Eat Balanced diet for your healthy Life

20s & 30s | 40s | 50s | 60s & above

| 7. What are the 8 Healthy Guidelines and why were they introduced? | Red | Amber | Green |
|---|---|---|---|

**Eight Guidelines for a Healthy Diet**

BRITISH Nutrition FOUNDATION

The Balance of Good Health is based on the Government's Eight Tips for Eating Well:

1. Base your meals on starchy foods (carbohydrates)
2. Eat lots of fruit and vegetarians
3. Eat more fish (omega 3 – good for heart)
4. Cut down on saturated fat and sugar
5. Try to eat less salt – no more than 6g a day
6. Get active and try to be a healthy weight
7. Drink plenty of water
8. Don't skip breakfast

© British Nutrition Foundation 2006

**Ensuring that we understand the Eight Guidelines for a Healthy Diet, and that we can use these in our lives today.**

| 8. How can we apply to Guidelines (1-4) to our lifestyle? | Red | Amber | Green |
|---|---|---|---|

**Ensuring that we all understand how to adapt the first 4 Healthy Guidelines, applying them to our own lifestyle.**

| 9. How can food labelling help us in meeting the Guidelines? | Red | Amber | Green |
|---|---|---|---|

**Ensuring that we understand that the food labelling system in the UK is there for our information and to be used as a guide to our intake.  Understanding the colours and the information on these labels can have a huge effect on our bodies.  It is also important that we understand the terms that are used so that we are fully informed for the future.**

KNOW YOUR LABEL

Checking the nutrition label is a good way to compare products, maker healthier choices and eat a balanced diet.

per serving

KNOW YOUR PORTIONS
Check the pack for the portion size, this is what the numbers on the nutrition label are based on.

Per pack

| Energy 2368kJ 563kcal | Fat 16.6g | Saturates 6.4g | Sugars 13.8g | Salt 1.92g |
|---|---|---|---|---|
| 28% | 24% | 32% | 15% | 32% |

% of an adult's Reference Intake

Typical Energy values per 100g: 554kJ/132kcal

KNOW YOUR COLOURS
The red, amber and green colours show at a glance whether a product is high, medium or low for fat, saturates, sugars or salt.

KNOW YOUR CALORIES
To make the choice that is right for you, use the calorie information to compare products.

KNOW YOUR DAILY ALLOWANCE
Reference Intake (RI) has replaced the term Guideline Daily Amount or GDA

| HOME LEARNING TASKS | |
|---|---|
| **Task Description** | **Done?** |
| 1. Using the 4 Cs as a guide, design a poster that is suitable to have in a commercial kitchen, advising staff how to behave with the food and equipment to ensure health, safety and hygiene rules are followed. | |
| 2. Design a menu for a family of 4 with two small children.  Explain what each dish is giving them in terms of nutrition to ensure a balanced diet. | |
| 3. Explain what the consequences of malnutrition can be and how this can be avoided.  Consider malnutrition in terms of too much as well as too little food. | |
| 4. What are the differences between feeding an active male of about 20, and feeding an elderly person of about 80, with limited mobility?  Can you think of how their diets might be different? | |
| 5. Design a task for a year 6 pupil so that they can understand how the food labelling system in this country works, and explain what the benefits of it are. | |

# Textiles KS3 Term 1 & 2
## - *Introduction to Textiles, health and safety, learning and using basic skills.*
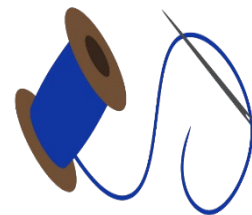
## Term Focus:
*Following an Introduction to the subject and the health and safety required when using the basic hand sewing tools, students will be learning and demonstrating their skills whilst undertaking a basic task of sewing on a button, and then producing a small sampler.*

*In term 2 students will go on to design and plan to make a soft toy sea creature. They will go on to evaluate this soft toy.*

### Prior Learning Links
*The national curriculum for design and technology aims to ensure that all pupils:*
- *Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.*
- *Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.*
- *Critique, evaluate and test their ideas and products and the work of others.*

### Future Learning Links
**Students will use the skills learned in these two terms to design the packaging suitable for their soft toy sea creature.**

## KEY VOCABULARY

| KEY WORDS | | KEY SUBJECT TERMINOLOGY | |
|---|---|---|---|
| Needle | Pins | Threading | Sampler |
| Scissors | Stitch | Sewing | Seam |
| Sew | Stitch ripper | Straight stitch | Hem |
| Thread | Silk | Back stitch | Button |
| Cotton | Wool | Cross stitch | |
| Denim | Polyester | Blanket stitch | |

| 1. Do I know the potential hazards in the workroom? | Red | Amber | Green |
|---|---|---|---|

*I will learn to…*
- Identify potential hazards to myself and others.
- Prevent accidents happening by following the rules.

| 2. Can I thread a needle and tie a simple knot? | Red | Amber | Green |
|---|---|---|---|

*I will learn to…*
- Recognise thread.
- Use simple tools safely.

- Thread a needle.
- Tie a simple knot.
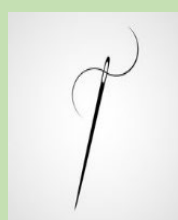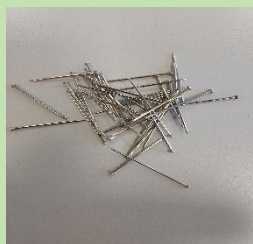


| 3. Can I sew on a button? | Red | Amber | Green |

*I will learn to…*
- Sew a button successfully onto a piece of calico.   This is a real life skill.
- Evaluate my success.

| 4. Can I demonstrate a range of simple stitches to make a sampler? | Red | Amber | Green |

*I will learn to…*
- Demonstrate running/straight stitch.
- Demonstrate back stitch.
- Demonstrate cross stitch.
- Demonstrate blanket stitch.

*All this will be done to produce a sampler.*
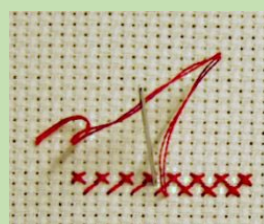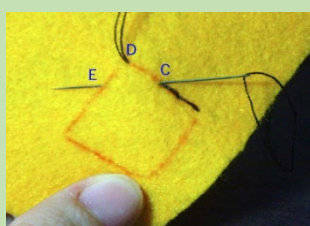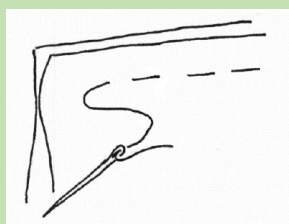


| 5. Can I recognise the features of a sea creature? | Red | Amber | Green |

*I will learn to…*
- Understand the different a variety features of a sea creature.
- Recognise the features I need to try to replicate in my toy.
- Identify which features are not going to be possible, but also which can be demonstrated using the skills I have learned and the resources that I have.



| 6. Can I design a sea creature to make into a toy? | Red | Amber | Green |

*I will learn to …*
- Using the skills learned previously, design my soft toy sea creature using spatial awareness and drawing skills.

| 7. Can I make a functional paper pattern? | Red | Amber | Green |
|---|---|---|---|

*I will learn to…*

- Draw up and make a function paper pattern using pencil and rulers.
- Be accurate in my measurements, understanding that this is important for the final product.
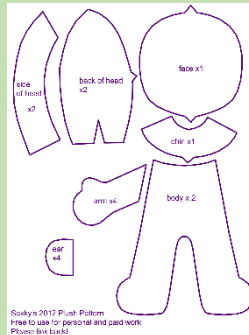


| 8. Can I use my paper pattern? | Red | Amber | Green |
|---|---|---|---|

*I will learn to…*

- Pin the paper pattern to my chosen fabric.
- Cut out accurately using fabric scissors.

| 9. Can I start to make my soft toy sea creature? | Red | Amber | Green |
|---|---|---|---|

*I will learn to…*

- Using the skills learned previously, to pin, tack and sew my soft toy sea creature.

| 10. Can I evaluate my soft toy sea creature? | Red | Amber | Green |
|---|---|---|---|

*I will learn to…*

- Recognise my successes.
- Identify any faults or improvements that could be made if the soft toy was made again.

| HOME LEARNING TASKS | |
|---|---|
| | **Done?** |
| **Identifying Home Sewn textiles.**<br>• Looking around your home, can you identify which items have been sewn either by machine or by hand?<br>• Choose 2 to tell us about.  Write on an A4 piece of paper, perhaps include a photograph if possible. | |
| **Do you have any old toys or clothes that were made for you?  Perhaps by a relative or close friend?**<br>• If possible take a photo of the toy or piece of clothing.  Alternatively draw it.<br>• Write a paragraph about it and tell us why it is important to you. | |
| **Could you sew a small needle/pin case to hold needles and pins at home?**<br>• If you have a piece of spare felt or other fabric, cut a piece approximately 12cm x 8cm. Fold over.<br>• Cut 2 other pieces of fabric 10cm x 6 cm and fold over.<br>• Place the smaller pieces inside each other and then place both of these inside the larger piece to make it look like a book.<br>• Use a needle and thread to sew down the 'spine' of the 'book'.  This should hold them altogether.<br>• You could use stitches and/or buttons to decorate the front cover or your needle case.  Your needles and pins can be kept inside. | |
| **Do you know any embroidery stitches?**<br>• If you know any embroidery stitches you could use them to decorate your needle case.<br>• Alternatively look on you tube to see if you can teach yourself to do chain stitch, or some fancy knot work. | |

## Subject: Product Design Year 7 & 8
## Term: 1 & 2
## 'Phone Stand'

**Term Focus:**

Through a series of activities, students develop skills in technical drawing using a variety of techniques specifically isometric drawing.

They investigate the iterative design process following through the initial ideas exploration through mind maps and sketches, then developing these with inspiration from their own hobbies and interests. Identifying ACCESS FM in their own artwork.

| Prior Learning Links | Future Learning Links |
|---|---|
| In KS2 students will have looked through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.<br><br>Understanding the base of design and what it means, how to turn 2D into 3D and a light evaluation covering what went well and what could be adapted.<br><br>**Pupils should be taught:**<br>- How to use a booklet in order, keeping it neat and tidy to refer back to in later lessons.<br>- Follow the iterative design process<br>- Make a phone stand using the proper methods and processes<br>- Follow health and safety rules in the classroom | They would have had an introduction to CAD using 2D design, learning the basics ready to laser cut and engrave.<br><br>They also would have learned how to start off a project and follow the iterative design process.<br><br>Spent time learning to technically draw using isometric paper. |

| KEY VOCABULARY | |
|---|---|
| **KEY WORDS** | **KEY SUBJECT TERMINOLOGY** |
| *I will learn the meaning of...*<br><br>The iterative design process, how technical drawing can be beneficial to developing ideas as well as the practical aspects of designing and making a physical phone stand with finally how to evaluate it using ACCESSFM. | ACCESS FM<br>Aesthetics<br>Cost<br>Customer<br>Environment<br>Safety<br>Size<br>Function<br>Material |

| 1. How do designers use technical drawing skills to represent ideas and influence their practical products? | Red | Amber | Green |
| --- | --- | --- | --- |
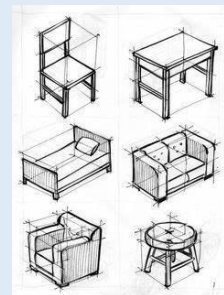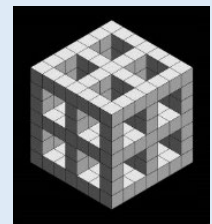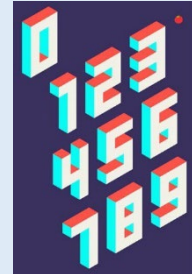
**I will be able to…**

- Identify what isometric drawings look like from the angles used
- Understand who some designers are that have used these
- Find ways to influence others ideas and techniques into my own work
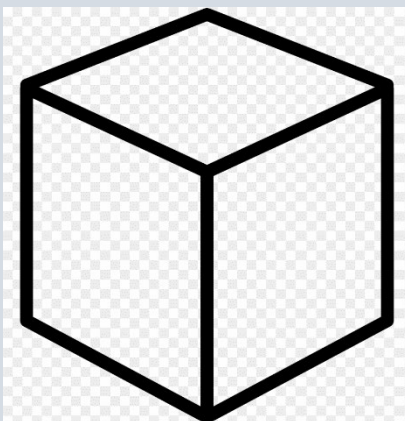- Find examples of isometric outcomes I am already aware of

| 2. What is Isometric drawing? | Red | Amber | Green |
| --- | --- | --- | --- |

**I will learn to use…**

Isometric drawings to better identify my intentions of the work I am going to create by following the lines in easy steps starting with a cube and developing to a crossy roads character and finally my design of the phone stand.



| 3. What is Rendering? | Red | Amber | Green |
| --- | --- | --- | --- |

*I will learn…*
- New terminology such as rendering and be able to identify what it is and how to use it
- I will have an understanding of basic IT such as copy, paste, how to open 2D design, how to email and how to shut down a computer.
- Identify key logos I NEED TO KNOW



| 4. What is CAM? What is CAD? | Red | Amber | Green |
| --- | --- | --- | --- |

*I will learn and be able to explain and use…*
- CAD (Computer Aided Design)
- CAM (Computer Aided Manufacture)

From the initial stages of logging in
Being able to find the right software/ app
Executing the work positively well
Following instructions on how to vectorise, add text and use basic shape tools

| 5. What are the different marks and textures that can be programmed into the laser cutter? And what materials can be cut, scored or etched on a laser cutter? | Red | Amber | Green |
| --- | --- | --- | --- |
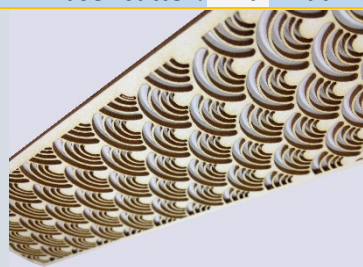


*I will learn…*
How to test different materials on the laser cutter
What materials can be used on the laser cutter (Plastics, woods, metals and textiles)
The difference between black and red lines and the theory behind these.

| 6.  How do I use the 2D Design programme to adapt an existing image? | Red | Amber | Green |
|---|---|---|---|
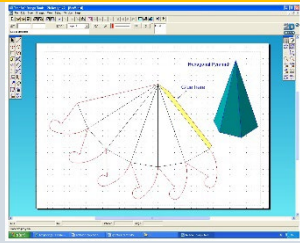


*I will learn and be able to explain...*
How to vectorise images, both online and our own work
What Grid Lock is and does
How to change the size of the paper
How to change from orthogonal to isometric
Look at REL and what this is for

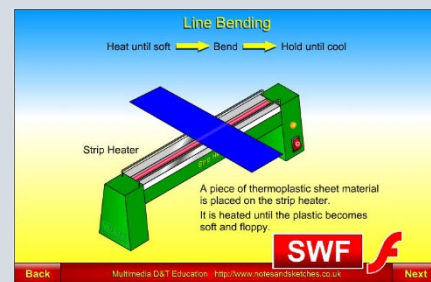| 7.  How do I use the 2D Design programme to create a bold original image? | Red | Amber | Green |
|---|---|---|---|

*I will learn how to…*
Vectorise an image
Use line and shape tools
Adjust size, thickness and colour
Recreate something from my booklet (Crossy Roads Character) on 2D Design following the same design methods

| 8.  How do I bend/shape an acrylic sheet? | Red | Amber | Green |
|---|---|---|---|

*I will learn how to…*
Be safe while using hot machinery
What personal protective equipment to wear (PPE)
What heat to have the line bender on
How to bend the plastic to the correct angle.



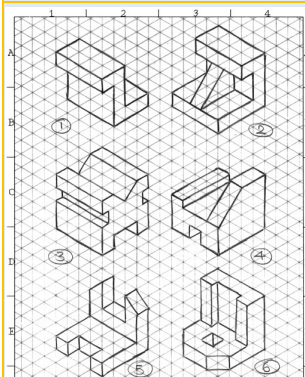| 9.  How to evaluate using ACCESS FM | Red | Amber | Green |
|---|---|---|---|



*I will understand…*
The importance of ongoing reflection of my idea and work
What ACCESS FM and what does it stand for
How to use it to ensure your product is to the best of your ability but also still aligning to the client and the ideas of the 'brief'

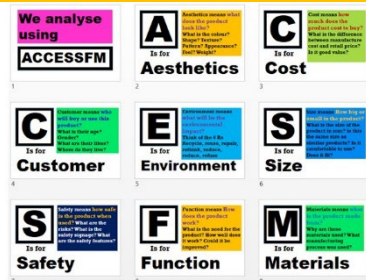| Task Description | Done? |
|---|---|
| Homework booklet 1 'Isometric drawing practice'<br><br>Duration – 30 minutes minimum on each of the tasks | |
|   Draw the following images on plain paper using isometric styled drawing<br><br>Use a pencil and a RULER!!!! | |

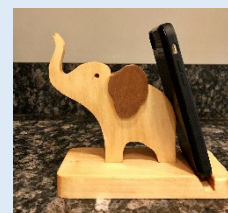| | |
|---|---|
| Draw the following images on isometric paper (on teams to print or pick some up in class) using isometric styled drawing<br><br>Use a pencil and a RULER!!!! | |
| Create a poster based on the ACCESS FM words (Link to all DT not just phone stands) | |
| On plain paper (you can collect from C4).<br>Fold the paper in half twice (so you have 4 pieces on each side.<br>Draw out 8 different phone stand designs and what you think they should look like. Following different things your life (seasons, football, Olympics, animals, colours, school subject, your name, maybe one for a friend etc. | |
| Create a mind map or list of different things you like and are interested in to help you develop ideas for your phone stand in class.  Try and fill a whole A4 page. | |
| Have a look at watching some 2D Design tutorials on YouTube specifically beginner ones to help you remember in class.<br>Write down key parts that you think would be helpful in class.<br>- How to vecotorise an image<br>- How to change the size of the paper<br>- How to use the shape and lien tools<br>- How to fully delete and partially delete things. | |